

**IMPROVING THE READING COMPREHENSION ABILITY
OF GRADE VIII STUDENTS OF SMPN 13 YOGYAKARTA
THROUGH THE DIRECTED READING THINKING ACTIVITY (DRTA)
IN THE ACADEMIC YEAR OF 2012/ 2013**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



Novia Saptiafi Simangunsong

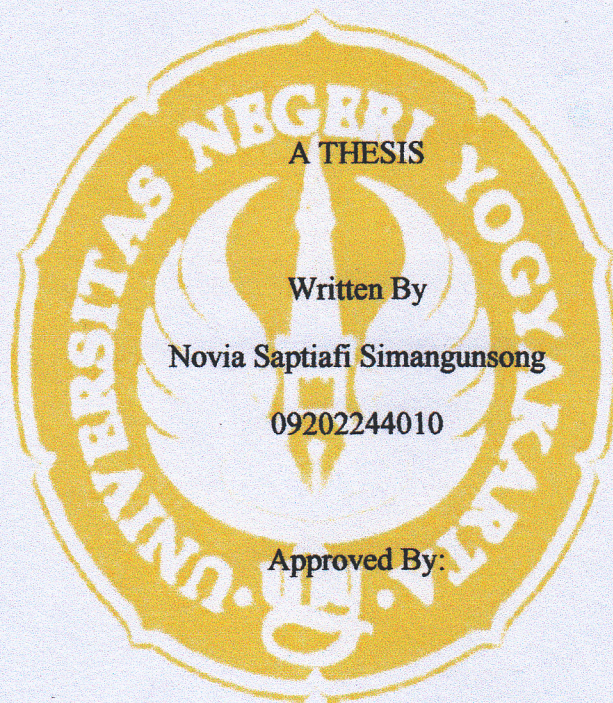
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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**IMPROVING THE READING COMPREHENSION ABILITY OF GRADE
VIII STUDENTS OF SMPN 13 YOGYAKARTA THROUGH THE
DIRECTED READING THINKING ACTIVITY (DRTA) IN THE
ACADEMIC YEAR OF 2013/2014**



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A THESIS

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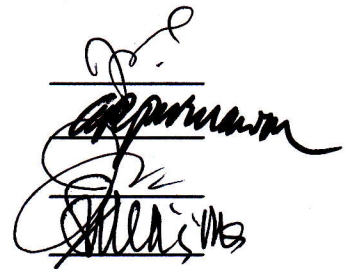
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PERNYATAAN

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Menyatakan bahawa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 31 July 2013

Penulis

Novia Saptiafi Simangunsong

MOTTOS

If you can imagine it you can achieve it. If you can dream it, you can become it.

William Arthur Ward

Sometimes the cards we are dealt are not always fair. However you must keep smiling & moving on.

Tom Jackson

"There is ease after every hardship."

(Q.S. Al-Insyirah: 6)

DEDICATIONS

This thesis is lovingly dedicated to:

My beloved father and mother

(S. Simangunsong and Nurida Arini)

Thank you for all the love and the supports.

My beloved Sisters

(Yuliana, Betty, and Tiara)

*Thank you for all the love and
the supports.*

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Yogyakarta, 31 July 2013

Novia Saptiafi Simangunsong

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ABSTRACT

This research is aimed at improving Grade VIII students' reading comprehension by using the Directed Reading Thinking Activity (DRTA) in SMPN 13 Yogyakarta.

This study is categorized into action research. The subjects of the research were 32 students of VIII A class of SMPN 13 Yogyakarta in the academic year of 2012/2013. Procedures of the research are the problem identification, planning, action and observation, and reflection. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation and interviewing the students and the English teacher. The data were in the form of field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were obtained through assessing the students' reading comprehension from the pretest and post-test. The data were in the forms of students' reading scores as performed in the pretest and post test. In addition, this research applied the theoretical triangulation and the time triangulation.

The results of the study show that the use of the Directed Reading Thinking Activity is effective to improve the students' reading comprehension. It is supported by the qualitative data which show that the students became active during reading. By following the four steps in Directed Reading Thinking Activity, they practiced to predict and to find the main ideas and the details of information. They are confidence in predicting the content of the text in the class also increased. They are accustomed to having discussions with other students. The students have a better motivation in English than before because of the use of DRTA learning log, pictures and star stampel point to reward and to give feedback to their learning. They are not reluctant anymore to ask the teacher when they find difficulties. The finding is also supported by the quantitative data. The mean of the students' reading comprehension scores improves from 4.3981 in the pre-test to 6.4630 in the post-test. From the results above, it can be concluded that the use of the Directed Reading Thinking Activity can improve students' reading comprehension.

CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English teaching and learning in SMP (*Sekolah Menengah Pertama*) or Junior High School is aimed to provide students with the skills to develop their competence in written and oral communication in informal level, to have awareness of the importance of English in global society, and to develop their understanding of language and culture. In the teaching and learning process of reading, SMP students are required to comprehend and to respond the meaning of short functional texts and essays in their daily life in order to access knowledge.

In the teaching and learning process, reading plays a role as a skill that is mostly used in conveying the materials to the students. Grab (2009: 5) defines reading as the process in which readers learn something from what they read and involve it in academic context as a part of education. Based on the explanation, reading is the most essential skill for the second language (L2) learners in the academic context. Reading is considered as an important skill to support the students in understanding and decoding the learning materials, as a sequence, reading is conducted as the major skill in English class.

In fact, teaching activities do not always facilitate students to successfully comprehend the texts because the process of teaching reading is monotonous. Students read the texts, listen to the English teacher's explanation, and answer questions related to the texts. Those monotonous activities cause low motivation in reading. The problem of teaching reading also deal with students' competence. They find difficulties in new vocabulary and sentence complexity which block them to comprehend the texts.

The problems on reading as explained above were also faced by students at SMP N 13 Yogyakarta. With regard to the preliminary observations of teaching and learning process and interviews with the first grade students and the English teacher at SMP N 13 Yogyakarta, there were some problems in the teaching reading texts which focused on reading comprehension. The first problem was related to students' competence in comprehending reading texts. They found the difficulty to identify the main problem and moral values in reading texts. They also faced difficulties to understand the meaning of some words that are used in reading texts. Moreover, the elaborated sentences also blocked them to understand reading texts. As a result, students had a problem to comprehend the content of the reading texts.

The second problem was related to students' motivation in reading texts. It was seen from the process of teaching reading. Students tended to be noisy without paying attention to the teacher and materials. They liked chatting and

playing with their friends while the teacher taught them. The teacher had to command more than one time to make the pay attention to the lesson.

The third problem was related to the teaching technique. However, the activities during the teaching and learning process reflect that the method has not been done maximally. Instead of letting the students be active in the teaching and learning process, she dominates the whole session. As a result, there is a lack of interaction between the teacher and the students and the teaching technique that was used in the classroom was also monotonous. In the teaching reading lesson, students were often asked to read a text then answer questions related to the text. This made students bored and lazy to participate in the teaching and learning process. They usually made themselves busy with their own activities such as chatting with their friends, playing games, having a sms (short message service), drawing something in their notebook, or just imagining something. Such situation made students have low reading comprehension ability.

The fourth problem was related to the environment. Based on the observation and the teacher interview, she said that this school was so small with many rooms and classes instead. If one class looks so noisy, all of the people in the school could hear clearly. Besides that, the outside environment of the school many of men gave a negative attitude such as take a drink of beer and smoking that can influence the students. Another problem was the school has not enough facilities such as LCD, a language laboratory, and the

English books in the library. This environment made the students did not comfortable enough to study in the school.

As a matter of facts, there must be a suitable method for teaching reading in which students can explore their idea to achieve their reading comprehension. Achieving good comprehension in reading is not a simple thing. It requires the use of strategies. One of the strategies that can be applied is Directed Reading Thinking Activity abbreviated as DRTA. The DRTA is an English learning approach purposed to help students solving their problems especially in the English reading comprehension through develop students' ability to read critically and reflectively. Broadly speaking, a DRTA lesson attempts to equip readers with the ability to determine their own purposes for reading, and also the ability to examine reading material based upon these purposes. (Farrell, 2002: 16).

Considering the problems above and the advantages of applying the DRTA as a technique in improving students' reading comprehension, this research conducted on improving students' reading comprehension using the DRTA in SMP N 13 Yogyakarta. It is also expected by the research that the DRTA can improve on the students' reading comprehension.

B. Identification of the Problem

As explored earlier, the problems are identified into three crucial problems which include the students, teaching technique, and the environment.

1. The students

In reference to the preliminary interview with the students, they found difficulties in vocabulary and sentence complexity. Unfamiliar vocabulary blocked them to understand information in the texts. Students worried about the meaning of every single word. Besides, they also found difficulties to deal with the elaborated sentences because of the long clauses which the texts have. Those clauses were too different from the spoken language that tended to be shorter.

Second, in connection with the preliminary interview with the English teacher and observation, students' motivation was relatively low. It was shown by their participation in the classroom. They did not engage in learning activities and they also ignored the teacher's explanation. Even, they tended to be busy with their own interesting business like chatting with friends.

2. Teaching technique

Teaching technique in the classroom tended to be monotonous. It was not interesting enough for the students. The technique that is used by the teacher is often inappropriate with the situation of the classroom or the condition of the students. The teacher dominates the whole session of the lesson as she talks to the students in most of the time of the teaching and learning process. During reading class she often asked the students to read a text then answer the

questions. He does not give a chance to the students to share knowledge. He rarely lets the students have discussion with other students and give a chance to the students to ask questions. Such a kind of situation made the students got bored of participating in the class. The further effect of this situation was that students did not improve their reading comprehension ability.

3. The Environment

The last problem was related to the environment. Based on the observation and the teacher interview, she said that this school was so small with many rooms and classes instead. If one class looks so noisy, all of the people in the school could hear clearly. Besides that, the outside environment of the school many of men gave a negative attitude such as take a drink of beer and smoking that can influence the students. Another problem was the school has not enough facilities such as an LCD, a language laboratory, and the English books in the library. This environment made the students did not comfortable enough to study in the school.

C. Delimitation of the Problem

In reference to the background of the study and identification of the problem, this research focuses on the technique that is the DRTA. The reason for the delimitation is that the technique can be a crucial case in reaching students' reading comprehension. Besides that, the researcher has also a limited time and a limited knowledge to conduct a research study in the

school. Furthermore, the DRTA is seen as an effective technique to improve students' reading comprehension. In the DRTA, the reading process mastered most easily because the teacher checking the students' background experiences about the topic. This discussion not only orients the students to the topic but also increases their level of motivation- since the teacher has now brought the topic to life, the students may want to learn more about it by reading the passage. It also never used by the teachers of SMP N 13 Yogyakarta as a technique in teaching reading. In light of this view, the researcher will conduct a research study to fulfil his curiosity by focusing it on improving students' reading comprehension by using the DRTA in SMP N 13 Yogyakarta.

D. Formulation of the Problem

From the identification and delimitation of the problem above, the problem is formulated as follows: How can the DRTA be conducted in the effort to improve the reading comprehension of Grade VIII students in SMP N 13 Yogyakarta?

E. Objective of the Study

The objective of the study is to improve the reading comprehension ability of Grade VIII students in SMP N 13 Yogyakarta using the DRTA.

F. Significance of the Study

There are some advantages that can be taken from this research. The following presents some possible ways.

- 1) Theoretically, the result of this study will inform others about the result of the students' reading comprehension have been taught by DRTA and can be useful for others who want to conduct research as the same subject.
- 2) Practically, for the teachers, the result of this study will be useful as informative input for them to improve their ability in choosing appropriate techniques in teaching reading. For the students, the study is expected to give experience and new challenges as an effort to develop their reading skills. To the principal of the school, the study serves as a consideration in developing the strategy of teaching English reading.

CHAPTER II

LITERATURE REVIEW

It is mentioned in the previous chapter that the aim of this study is to improve students' reading comprehension by using the DRTA. Thus, in this chapter this research describe some related theories on reading comprehension and DRTA that will support this study.

A. Literature Review

1. The Nature of Reading

a. Definitions of Reading

Reading is an activity to get information presented in the text. It is an activity to interpret the text. According to Murcia and Olshtain (2002:119), reading is a process of trying to understand a written text by readers through decoding, interpreting the message and eventually understanding the writer's intention. Moreover, Nuttal (2000:11) states that reading is an interactive process because the reader and the writer depend on each other. It means that what the message from the text that the readers get must be in line with the writer's intention.

Furthermore, Grellet (1981:3) defines reading as a constant process of guessing, and what readers bring to the text is often more important than what they find it. It means that readers have to employ all knowledge in their brain to make sense of text and they pay attention to the text itself for the words, phrases, clauses, sentences, and the connection between sentences to comprehend the text.

In line with Grellet, Nunan (2003:68) states that reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. Readers should interpret written symbol that represent language and they also employ background knowledge to comprehend information there.

In addition, Bernhardt in Murcia (2001:154) defines reading as an interactive, sociocognitive process, involving a text, a reader, and social context with where the activity of reading occurs. In reading, one constructs meaning from the printed information and interprets the text by using his/ her past experiences, language background, and cultural framework. It means that in reading, not only what readers find on the text but also what readers bring to the text is important.

Another definition is proposed by Davies and Pearse (2000:90). They define reading as an activity to confirm the specific topic and each change of topic that bases the readers' previous ideas in mind about the the topic and readers' knowledge of the language of text written. It helps readers to predict what will come next.

According to Brown (2004:189), reading is a process of a negotiation of a meaning. It means that readers combines information from text and their background knowledge to build meaning. Readers have to employ all knowledge in their brain to make sense of text and they pay attention to the text itself for the words, phrases, clauses, sentences, and the connection between sentences to comprehend the text.

In conclusion, reading is the process of constructing meaning on the texts. The readers should engage in the texts by combining their background knowledge and information found in the texts to comprehend the messages.

b. Genres of Reading

The categorization of reading types aims for readers to know what the purpose of reading is. The reading types make it easier for students to apply certain background information and cultural experience which assist them in getting the meaning. In this regard, Brown (2004:186-187) proposes three types of reading, and proposal reading. Genres of reading that belong to academic reading are text books, theses, essays, papers, reference materials, editorials, and the like. Types of reading which are job-related reading are such as memos, applications, schedules, letters, emails, reports, and so forth. Genres of reading that belong to personal reading are such as newspapers, magazines, invitations, novels, short stories, etc.

Brown (2004: 186) defines reading into three genres. They are academic reading, job-related reading and personal reading. Each of them is discussed as follow.

1) Academic reading

Academic reading is a reading activity in which the text is related to the academic world. Some written works that can be used for academic reading are general interest articles (in magazines, newspapers, etc), technical reports (e.g., lab

reports), professional journal articles, reference materials (dictionaries, etc), text books, thesis, essays, papers, test directions, editorials and opinion writing.

2) Job- related reading

Job related reading is a reading activity which involves texts related to any activities in a job. Some written works that can be used for job- related reading are messages (e.g., phone messages), letters or emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, labels, signs, announcements, forms, applications, questionnaires, financial documents (bills, invoices, etc), directories (telephone, office, etc), manuals and directions.

3) Personal reading

Personal reading is a reading that is closely related to reading for personal interest. Some written works that can be used for personal reading are newspapers, magazines, letters, emails, greeting cards, invitations, messages, notes, lists, schedules (train, bus, plane, etc), recipes, menus, maps, calendars, advertisements (commercials, want ads), novels, short stories, jokes, drama, poetry, financial documents (e.g., checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, comic strips and cartoons.

With regard to the explanation above, there are three genres in reading. They are academic reading, job- related reading and personal reading. They enable readers to apply a certain strategy that assist them in constructing appropriate meanings.

c. Types of Classroom Reading Performance

Types of classroom reading performance are divided into two types, they are oral and silent reading. Oral reading is suitable for beginning and intermediate levels. It is commonly used as the pronunciation test. Thus, oral reading is not the real authentic language activity. Moreover, other students tend to lose attention when one of them is performing oral reading in front of the class. Brown (2001:312) presents two types of classroom reading performance as follow in the table.

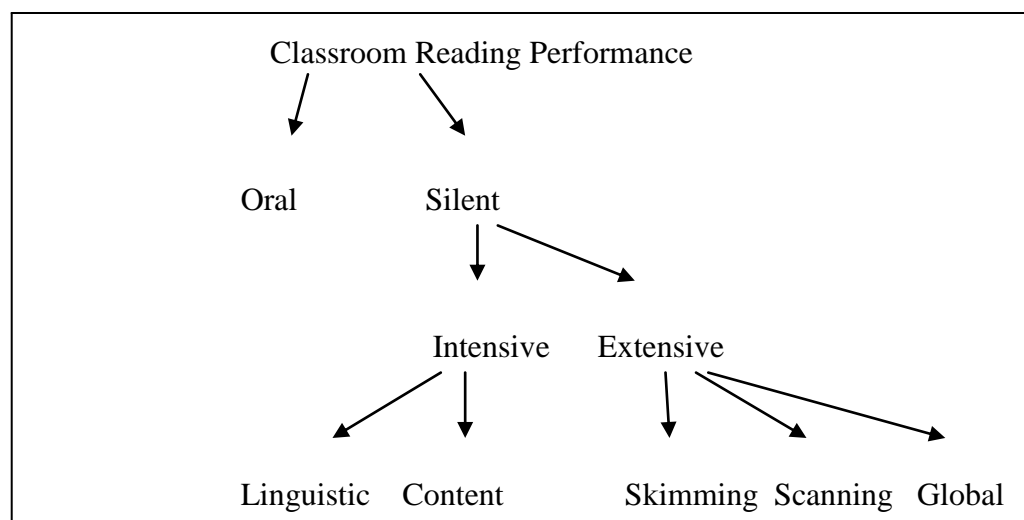


Figure 1: A. Model of Classroom Reading Performance

He emphasizes although oral reading is not a necessary activity, it may be implemented when the activities have clear purposes such as checking pronunciation or stressing a certain short segment of a reading passage. Oral

reading is not a very authentic activity because oral reading can be just mere recitation and it is not true participation from students.

Silent reading is divided into two, intensive and extensive reading. Spratt, Pulverness, and Williams (2005:22) state that intensive reading is a classroom activity where students identify how language is used. They put attention toward semantic details such as grammatical forms, discourse markers, other surface structure of a passage or text. Meanwhile, extensive reading is done to get general understanding of the longer passage. It emphasizes reading for pleasure and it can be done outside of classroom. The advantages of extensive reading are not only for affective but also for cognitive skills. Students enjoy reading with their own way. They can find something new such knowledge while they are reading the text.

On the other hand, one of the definitions of extensive reading is proposed by Day and Bamford in Harmer (2001: 204). They note that extensive reading improves the students' comprehension skills and develop automatic recognition of words since the more language they acquire the better understanding they will get. Thus, extensive silent reading is the best way to improve the students' reading ability.

In reference to the above discussion, there are two types of classroom reading performances, namely silent and oral reading. They should be combined to help the students have better skill in reading.

d. Reading Skills

Reading is not easy as people thought. There are two big elements that should be mastered to be a good reader. Brown (2004:180-187) explicates reading skills consist of two big elements, namely microskills and macroskills. The microskills are presented below.

1. Discriminating among the distinctive graphemes and orthographic patterns of English,
2. Retaining chunks of language of different lengths in short-term memory,
3. Processing writing at an efficient rate of speed to suit the purpose,
4. Recognizing a core of words, and interpreting word order patterns and their significance,
5. Recognizing grammatical word classes (noun, verbs, etc), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms,
6. Recognizing that a particular meaning may be expressed in different grammatical forms,
7. Recognizing cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

Meanwhile, macroskills include: recognizing the rhetorical forms of written discourse and their significance for interpretation, recognizing the communicative functions of written texts according to forms and purpose, inferring context that is not explicit by using background knowledge, distinguishing between literal and implied meanings, detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, developing and using a battery of

reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, activating schemata for the interpretation of texts, inferring links and connections between supporting idea, new information, given information, generalization, and exemplification from described events, ideas, etc.

In addition, Mickulecky and Jeffries (1996:35) suggest two skills essential for reading. They are previewing and predicting. Previewing is the activity to gather information about a book by examining its cover. The aim of previewing is to predict what is in the book. It can be stated that predicting is a result of previewing.

Besides, Mickulecky and Jeffries (1996: 150-167) also add some of reading skills, namely making inferences and summarizing. Making inferences is the process of looking for clues and guessing what the text is about because the topic may not be stated in the text directly. Summarizing is the retelling of important parts in the text with shorter form. There are several reasons why summarizing is done. First, it is to make sure that readers understand the message of the text. Second, it is to explain the sense of a passage to others. Third, it is to review texts for examination. Because of their utilities, making inferences and summarizing are skills that should be developed in reading.

In summary, to be able to read and to comprehend English texts easily, readers need some micro and macro skills. There are fourteen micro and macro skills in reading. Those micro and macro skills are related to the ethnographic pattern, vocabulary, grammar, rhetorical forms of text, background knowledge and

linguistic ability of the reader, and a series of reading strategies which are related to bottom-up processes and the top-down processes.

e. The Importance of Reading

Reading is important and no one is too old to learn. Even if the students in the fourth stage, [they can learn to read](#). If any children above four years of age, teach them to read. Certainly, if the students are in school and struggling with reading, get them help. The ability to read is the foundation on which all other subjects are based. After grade 3 they will become more and more lost academically if they can't read. The [importance of reading](#) must be a focal point in education.

In the previous section, Grabe (2009:5) defines reading as the process in which readers learn something from what they read and involve it in academic context as a part of education. It is believed as an important skill to support the students in understanding and decoding the learning materials. Furthermore, reading is also important in social context where the activity of reading takes place. It makes people around the world will be able to communicate with the other.

According to Harmer (2001:200), reading is important for getting information. The reason why reading is important can be divided into two categories, instrumental and pleasurable aspects. The instrumental aspect will help the reader to achieve some clear aim and it covers getting information from the written source and understanding the instruction what the readers need to do.

Meanwhile, the pleasurable aspects deals with the reading for pleasure. It can be in the form of reading the magazine or interpreting the illustration of a picture. However, the main point of its essence is that learners will get some information from the reading activity and gradually they will be able to communicate with the others.

In conclusion from the discussion above, reading is important as far as learning English is concerned. However, there is a further, very important reason why ESL students should try to develop their reading skills: Educational researchers have found that there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly.

f. The Concepts of Reading Comprehension

Comprehension is the only reason for reading. Without comprehension, reading is a frustrating, pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a

profound effect on their entire lives. A major goal of teaching reading comprehension, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

Johson (2008:110) states reading comprehension is the use of strategies in reading in retrieving information and constructing meaning of texts done by the readers. Strategies that are used by the readers may be different from one another. It depends on the readers' aim in reading. By understanding the concept of reading, readers can develop their own strategies to enhance their reading ability. It will automatically help the readers to achieve their goals in comprehending the reading text.

In addition, Snow (2002:11) views reading comprehension is a meaning getting process so that it needs an understanding. The readers use the words extracted and constructed to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. From that point, it is clear that a reader gets the information through interaction and involvement with the written language.

The theories above tell us that reading comprehension is a complex interactive process that involves what is being read and what readers already know in the real world. The readers who are good at comprehending can organize between their background knowledge and the message in the text and deciding which process is needed to meet their purpose of reading. The comprehension process which is focused on how the way of reading works will guide the readers to comprehend a

reading text systematically. Some steps in the comprehension process allow them to operate their thought systematically. It can be useful for readers to get the meaning of the text in an easier way. In other words, reading comprehension is a type of reading that focuses on getting the message of the texts.

g. The Process of Reading

Reading is a language-based skill. As such, it requires the processing of language that is decontextualized from any ongoing event. Decontextualized language is characterized by the fact that the speaker and listener do not directly share the experience being communicated. The speaker must create the context through language, as in narration. It is not surprising, therefore, that poor readers also exhibit poor narrative skills, especially with linguistic cohesion (Norris & Bruning, 1988). The narratives of poor readers tend to be shorter and less well developed than those of better readers.

According to Murcia (2001: 184), reading is an interactive and sociolinguistic process. It involves a text, reader, and social context in which the activity of reading takes place. In reading an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction includes the reader's acting on interpreting text. The interpretation is influenced by the reader's past experience, language background, cultural framework, as well as reader's purpose for reading.

In the process of reading, Brown (2001:298) purpose three kinds of reading process such as bottom-up, top-down and interactive reading. In the bottom-up process, the reader should firstly recognize the multiplicity in

language signals (letters, morphemes, syllables, words, phrases, grammatical clues) and use their linguistic data-processing mechanism to impose some sort of order on these signals. In the top-down process, the reader should use the intelligence and experience in interpreting the text. The reader decides what to retain, not to retain and move on. Meanwhile, the interactive reading is the mixture of top-down and bottom-up strategies. Practically, the reader is continually shifting from one focus to another, predicting probable meaning and checking about the writer's intention. It shows that the reading process involves reader's ability and skill in reading in order to understand the reading material. Automatically, the process will be continued until the reader fulfills the expectation.

Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and background knowledge to build meaning. The information will exchange well if the reader can accept and understand the notion sent by the writer. In the terms of transferring the information, the reader should decode the notion that is encoded by the writer. Therefore, the goal of reading is the exchange of information.

As the conclusion of the discussion above, reading comprehension can be taught as the ability in using the appropriate and effective strategies to comprehend the text depending on particular reading purposes and tasks. It also involves the interaction between the reader and the written language. By choosing the appropriate reading strategies, the readers can improve their reading comprehension.

h. Factor Affecting Reading Comprehension

Reading comprehension is the process to construct meaning from the text. However, how well a reader is able to construct meaning from a text is influenced by many factors, including the nature of the reading activities, the abilities, and the skills of the reader bring bring to the activity, the nature of the text being read or its genre, its subject matter, and the density and quality of its writing, social and the cultural factors that make up the context of the reading (hetzel, 2000: 4)

According to Catherine and Shattuck (2005: 117), the factors influencing reading comprehension are reading instructions, social interactions, in homes, classroom and the community that motivates students to read, reading for various purposes, a lot of exposure to many different kinds of reading, reader's interest, and socio-cultural context in which reading takes place.

The different opinion comes from Lenz (2005: 1). He states that reading comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

According to Brown (2001: 299), reading comprehension is affected by schema and background knowledge of the readers. In addition, effective and cultural factors also play a major role in motivatin and rewarding people in literacy. The interest of reading has stimulated the learners to be succesful in comprehending the reading materials. Furthermore, Snow (2002:11) proposes the reader, the text and the activity as the factors that affect reading comprehension.

The readers need to have abilities and cognitive knowledge of language as a basis in reading texts. The good reading texts suit to the background knowledge of the readers while the reading activity is closely related to the purpose of the reading.

Meanwhile, Murcia (2001:56) splits the affecting factors into linguistic and non-linguistic one. The linguistic factors cover semantic ability as the background knowledge of sentence structure. Non-linguistic reversely consists of intellectual, educational history, schemata, prior knowledge and motivation. However, some explanations proposed insist how the prior knowledge and ability of the readers play as essential roles in constructing the reader's comprehension.

In reference to the explanations above, it is important for English teachers to design effective and interactive reading activities. However, the teachers must understand the principles of effective teaching reading in order to guide them in choosing the best reading strategies which are appropriate for students' need and characteristics in their reading class.

i. The Problems of Reading

Reading comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page. If a student says words in a passage without gathering their meaning, one would hesitate to call that reading.

By age twelve to fourteen children should be sensitive to such characteristics of stories as the main character, sequence of events, inferences, the motives and feelings of characters, and sentence order. As they get older, children should be more efficient at recognizing and recalling facts, recognizing and inferring main themes and relationships, drawing conclusions, making judgments and generalizations, predicting outcomes, applying what has been learned, and following directions. The comprehension goals of the intermediate grades address these abilities as well as those required for independent study: skimming, using reference materials, outlining, summarizing, altering reading rate and focus as the purpose of reading changes, use of headings, note taking, and so on.

Harmer (2001:203) mentions some problems that might occur in the reading class. The first one comes from the language of the text itself. If the readers do not know half of the vocabulary in a text, they will have great difficulty in understanding the text as a whole. The longer sentences and longer words also will be more difficult to understand than those with shorter one. Moreover, the topic and genre also affect the success of the reading. An inappropriate topic for the students will reduce the interest of the students. The text genre also can cause problems in reading if the students are unfamiliar with the text. As an effect, the students may be reluctant to engage with the reading activity seriously. Furthermore, it will affect the success of the reading comprehension.

In addition, Grabe in Richards and Renandya (2002:274) finds research in second language (L2) is that reading tends to be short term and less programmatic. The low awareness of the text structure is a critical aspect of

reading comprehension. The formal aspect of language and genre structure contributes to readers in developing comprehension and referencing the abilities. Moreover, Janzen in Richards and Renandya (2002:288) adds that the students do not realize the importance of reading strategy. It affects the students' reading comprehension. The use of strategy in reading should be explained and then the students may choose their best strategy by referring to their own needs. The reading strategy can be applied to process the text actively and to connect the reading material to their knowledge.

From the description above, it is clear that the condition of not knowing exactly the students' prior knowledge, the difficulty in designing suitable tasks, and the difficulty in choosing the appropriate methods and strategies are problems which appear in teaching reading comprehension. In relation to the last problem, the difficulty in choosing appropriate methods and strategies, the researcher feels necessary to apply certain method in teaching reading comprehension. For this study, this research will try to use DRTA in the teaching and learning process of reading.

j. Reading strategies

Reading comprehension cannot be done instantly. There must be some strategies that are used by the students to reach their comprehension in reading. The strategy that is used by the students must be different from one another. It depends on which strategy they fit in. Students can also use some strategies in reading comprehension proposed by Brown (2001: 306-310) as follows:

1) Identifying the purpose in reading

The purpose of reading is important in reading. The readers need to know the aim of what they are reading before they read the passage. It is the same as the students. Students have to know the purpose of the reading as it can help them in comprehending the text.

2) Using graphemic rules and patterns to aid in bottom-up decoding

This strategy is mainly addressed to beginning learners. The learners are introduced to some patterns of both in oral language and written language. This will help them in understanding the text.

3) Using efficient silent reading techniques for relatively rapid comprehension

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meanings from context. It is also best practices to make the students become efficient readers.

4) Skimming

Skimming is done by the students to grasp the information by reading the text at glance. It is useful for the students as they can practice on prediction. For example, they predict the aim of the text, the main idea, and even supporting details.

5) Scanning

Like skimming, scanning is included in fast reading. In contrast, scanning concerns only in finding certain information. The students find the information they need without reading the whole text.

6) Guessing when the readers are not certain

This strategy is useful to encourage the students to be accurate guessers. In guessing, the students try to guess the meaning of a word, a grammatical relationship (for example pronoun references), a discourse relationship, a cultural reference, content messages, and infer implied meaning.

7) Analyzing vocabulary

In analyzing the vocabulary, the students have to notice the prefixes, suffixes, roots, grammatical contexts, and semantic contexts. Prefixes give the clues to the meaning of a word. Suffixes indicate the part of speech the word brings. Grammatical contexts give signals of information and semantic contexts can be clues for the topic.

8) Distinguishing between literal and implied meaning

This strategy is closely related to the top-down processing skill. The meanings are got not only from its literal but also from the surface structure.

9) Capitalizing on discourse markers to process relationship

To relate among ideas, the students need to pay attention to the discourse markers in the text. They have to notice on the phrases, clauses, and sentences as those usually bring discourse markers.

According to Duffy in Richards and Renandya (2002:287), reading strategy can be defined as “plans for solving problems encountered in constructing meaning”. It ranges from bottom-up vocabulary strategies such as looking up an unknown word in the dictionary, to more comprehensive actions, such as connecting what is being read to the readers’ background knowledge.

Those are some discussions about strategy in reading that can aid the learners in the classroom. Those strategies are intentionally developed in order to enhance the reading comprehension of the learners. However, it belongs to the learners themselves to determine and choose the effective and appropriate reading strategies for them. The learners should also consider their own ability and need in practicing the reading strategy.

Indeed, there are some of strategies that can be used by the students to achieve their comprehension in reading. They can identify the purpose of reading, use bottom-up approach, use semantic mapping, guess, do skimming and scanning, and analyze the vocabulary. They can also pay attention to the literal meaning, implied meaning, and discourse markers to help them in achieving the reading comprehension.

k. Principles in Teaching Reading Comprehension

It is mentioned that teaching reading is not as simple as it might be. Pointing at the previous discussion, the teacher can not directly just teach reading to the students by giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. As it is proposed by Harmer (1998:70-71), there are six principles in teaching reading. Those are described as follows:

1. The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he /or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

2. The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the students do not enjoy reading, they will get nothing from it. It is different from when they are interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

3. The teacher needs to encourage the students in responding the content of a reading text, not just to the language being used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be accustomed to understand, respond to the meaning of the text, and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

4. The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the

students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

5. The teacher has to match the tasks to the topic.

Tasks are one of ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, the teacher has to consider choosing or creating the right tasks for the students.

6. The teacher should exploit reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, give additional tasks to the students.

1. Communicative Approach in Language Teaching

The communicative approach is a learner centred approach. This approach gives the learner not only grammatical competence but also a social skill as to what to say. How to say, when to say and where, in order to satisfy his daily needs as larger aim. In this approach, apart from fluency, accuracy and appropriateness are equally *Approaches* 95 important. Thus an effective use of language needs to produce grammatically well formed. This approach tries to develop both the accuracy and fluency from the very beginning of language learning. In this approach the role of teacher is that of a co-participant not that of an authoritarian

master. Teacher should provide all the resources necessary for communication to be effective in every context. Communicative approach stresses the purpose of writing and audience of it. So teachers using this approach, have extended the readership. Teachers specify readers outside the classroom. The goal of communicative approach is to make learners communicatively competency. In this approach the teacher is seen as a facilitators of his students, learning. Communicative approach is based on the idea that the aim of learning second language is to gain communicative competency. In this approach learner have to knowledge of the rules of use of language to generate language appropriately for certain situations. He should have also the knowledge of the use of techniques to communicate effectively. This approach draws attention toward on the use of language in every day life. Communicative Language teaching emerged in the 1970s and 1980s. The "term communicate" meant to express or convey the ideas verbally or non-verbally. This approach emphasizes the communicative.

All the curriculum of language teaching in Indonesia now follows communicative approach regardless teaching reading. Therefore, Indonesian teacher should be aware with the component of communicative competence that should be included when teaching reading to the second language learners.

2. Teaching Reading in Junior High School Students

Teaching reading in Junior High Schools is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for Junior High School level. Teaching and learning process of

English in the Junior High Schools is targeted to make the students reach the functional level, that is, to communicate written and orally to solve daily problems (Depdiknas, 2006).

In the area of teaching reading for Junior High School, students are expected to be able to comprehend written text to reach the functional level including the ability of comprehending many kinds of short functional texts, procedure texts, descriptive texts, recount texts, narrative texts, and report texts. The expected reading competences from the students of Junior high school years of eighth grade in the second semester are displayed in the following table.

Figure 2: Reading Competencies in Junior High School

Standard of Competence	Basic Competencies
11. Understanding meaning in very simple written short functional texts and essays in the forms of recount and narrative related to the closest environment.	11.2 Responding the meaning and rhetorical steps of simple short essays in the forms of recount and narrative accurately, fluently, and acceptably related to the closest environment.

For the eighth grade students of Junior High Schools, reading skills can be learnt through short functional texts and simple essays in the forms of descriptive, recount, and narrative texts. In the first semester, students are expected to have reading skills to deal with reading aloud and comprehend short functional texts and short monologues in the forms of descriptive and recount texts to interact with

the society in which the students belong. Then, in second semester, students will learn the materials of functional texts and simple essays in forms of narrative and recount texts.

Brown (2000: 7) defines teaching as guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Furthermore, teaching is defined as a process of showing or helping the learners or someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand (Kimbie and Garmezy in Brown, 2000: 7). In conclusion, teaching is giving any help from the teacher for students to run the process of learning well.

According to Rivers (1981: 259), reading is the most important activity in language class, not only as a source of information and a pleasure activity, but also as a means of consolidating and extending one's knowledge of the language. Therefore, the teacher should teach reading maximally.

In relation to the eight grade students of Junior high Schools, they study three kinds of genres namely descriptive, recount, and narrative. Students have to comprehend those text types to access knowledge from their environment. For that reason, the process of teaching reading should facilitate students to comprehend descriptive, recount, and narrative.

Besides, in the teaching reading process, the teacher should consider about students' condition. In nature, Junior High Schools whose students are between twelve and eighteen, Brown (2001: 92) clarifies they are an age of transition, confusion, self- consciousness, growing and changing bodies and minds.

Therefore, students need a special set of considerations. Teaching reading in Junior high Schools should be managed interestingly. It is done to get students' attention and to involve them in the process of teaching reading. By doing that, the process of teaching reading will be much more meaningful. However, teaching reading still encounters many problems.

One of the problems in the process of teaching reading in Junior High Schools is the activities used. The activities should actively involve students in the process of teaching reading. The teacher should apply appropriate activities in order to avoid students' bored. Various activities can be applied to catch students' attention. With students' involvement, the process of teaching reading can easily run well. Therefore, the activities of teaching reading for Junior High Schools should be interesting.

3. Directed Reading Thinking Activity (DRTA)

A Teacher should introduce the lesson objective to the students at the beginning of the lesson and also encourage the students to activate their prior knowledge on the topic. This can be achieved by having students skim or scan the passage in order to generally orient them into the lesson. Next, the lesson should focus on the instructional objective- teaching strategy or testing a strategy already taught- and this should take up the majority of the class time. After the students have read and focused on the main part of the lesson, some closure is necessary to ease them out of the lesson. At this stage of reading lesson, teacher can evaluate if their lesson has been effective or if it needs further reinforcement(in the form of assigned homework).

A good example of a reading activity that encourages pre-reading, during reading and post reading activities is the directed reading thinking activity (DRTA). The DRTA is intended to develop students' ability to read critically and reflectively. Broadly speaking, a DRTA lesson attempts to equip readers with the ability to determine their own purposes for reading, and also the ability to examine reading material based upon these purposes.

A. Definition of The DRTA

The development of comprehension skills is a long term developmental process which depends on language and text experiences from early stage of life. Learning how to decode and learning how to abstract the meanings of vocabulary words are commonly encountered in texts (Pressley, 2000).

Text comprehension is improved when teachers use a combination of reading comprehension techniques such as question answering, question generation, and summarization. When students are able to use them successfully, they perform better in recall, answering questions, generating questions, and summarizing texts (Farstrup & Samuels, 2002).

According to Gipe (1982), "A DRTA is a method of teaching a reading lesson used with a group of from five to twelve students who have the same fundamental reading abilities, and who read the same "fresh" material at the same time. The teacher directs the activity so that the students have a question to be answered or a doubt to be satisfied."

Based on the research of the DRTA by Bachtiar (2001), "Directed Reading Thinking Activity (DRTA) encourages students to make predictions

while they are reading. After reading segments of a text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next (Conner, 2006). This method definitely forces the students to be an active reader since this cyclic of reading, making prediction, and confirming predictions requires the critical thinking of the reader and also a full attention from the reader.”

The directed reading thinking activity is a much stronger model for building independent readers and learners. Almasi (2003) states that the goal for using the directed reading thinking activity is to foster students’ independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas.

B. The Purpose of the DRTA

The key step in a Directed Reading/Thinking Activity is developing purposes for reading. Purposes or questions represent the directional and motivating influences that get readers started, keep them on course, and produce the vigor and potency and push to carry them through to the end.

Purposes for reading represent the key element in versatility. Versatile readers adjust rate of reading according to their purposes for reading, and to the nature and difficulty of the material being read. By focusing on purposes for reading from the very beginning of formal instruction, the reader acquires an attitude toward reading and an appreciation of the use and value of purposes for directing the reading act.

The Directed Reading-Thinking Activity (Stauffer, 1969) engages students in a step-bystep process that guides them through informational text. It is designed to move students through the process of reading text. Questions are asked and answered, and predictions are made and tested throughout the reading. Additionally, new questions and predictions are formulated as the student progresses through the text.

The purpose of the DRTA method is to develop students' ability to read critically and reflectively and equip readers (Tierney, Readence and Dishner, 1980) :

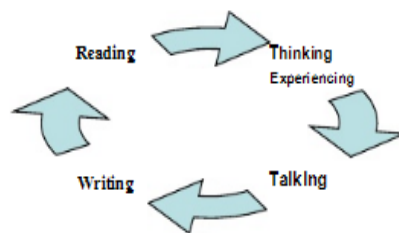
- to determine purposes for reading
- to extract, comprehend, and assimilate information
- to examine reading material based upon purposes for reading
- to suspend judgments
- to make decisions based upon information gleaned from reading.

While the teacher guides the process, the student determines the purpose for reading. To introduce the strategy, the teacher gives examples of how to make predictions. A preview of the section to be read is given by having the students read the title and make predictions. Independent thinking is encouraged as knowledge from previous lessons is incorporated into the predictions. All student predictions should be recorded by the teacher, even those that will later prove to be inaccurate. Misconceptions are clarified by the reader through interaction with the text and in post-reading discussions.

C. The Steps in the DRTA

More than any approach to reading, there is a developmental integration of the communication skills of listening, speaking, reading and writing. From the very first the child is encouraged to express his thoughts, ideas and feelings. This approach to reading allows teachers to integrate and develop skills in all facets of language experiences simultaneously and with equal emphasis instead of giving undue attention to any specific language skill.

Kenneth Goodman and advocates of more current approaches to language instructions also believe that “the four skills” are interrelated and mutually beneficial components of the “whole language” and thus should be taught simultaneously. Whole language proponents argue that reading should be taught along with speaking, writing, and grammatical skills. Therefore reading becomes a part of a communication cycle like this.



The 4 steps in the DRTA: Predict-Read-Confirm-Resolution

In the **Prediction** step, students reflect on what they think will be covered in the text. These predictions may be recorded on the board, on an overhead projector, or on chart paper. This step primes the pumps and gets students motivated to read by helping them set a purpose for what they are about to read.

- In the **Read** step, students read from one point to another (usually a few paragraphs or pages), to look for the information that was discussed prior to reading.
- In the **Confirmation** step, the teacher leads a brief discussion and reflection period, allowing students to compare their predictions with what was actually presented in the text. After this discussion and before reading further, if appropriate, the teacher begins the Predict-Read-Confirm cycle again. This cycle is repeated throughout the text.
- Finally, the lesson closes with a **Resolution** at which time the text is summarized and evaluated both in terms of its verity and relevance.

The following are three step basic procedure in the DRTA in the teaching and reading:

1. At this opening stage of the DRTA lesson, it is the responsibility of the teacher to fill in any gaps in student knowledge about the topic. The teacher does not introduce vocabulary or set specific purposes for reading; rather, he/she encourages the students to make their own predictions about what they are going to read and set their own purposes.

2. After the opening stage, the next phase of the DRTA lesson is where the students read the passage and check if their initial predictions were correct or not. If not, then they need to adjust these initial predictions (with the help of the teacher if necessary). The teacher can ask the students how accurate their predictions were. Additionally, as a way of monitoring the students' levels of success in their predictions, teacher can ask certain students to read out the

sentences that provided the answers to their predictions. Also , the students may share what else they now know from reading the story.

3. The final phase of a DRTA lesson is where reading teachers design follow-up activities that practice such skills as comprehension check, topic discussion, vocabulary development, and critical reading and writing.

D. The Example of the DRTA

The following is an extract from (Yusuf, Hanna Onyi: 1997) aimed to give an example of how the DRTA should be used in the teaching of reading.

The teacher begins the lesson by showing the book and saying: The title of the book we're going to read today is Cloudy With a Chance of Meatballs. What do this title and the picture make you think the story is about?

John: It might be about an old man that makes a magic spell on the sky so that meatballs come down when he wants to eat them.

Lisa: I think it might be about a place where any kind of food you want rains down from the sky.

Teacher: Let's read and see how close your predictions are.

The teacher then reads until the town of Chewandswallow is described.

Teacher: Now, do you still agree with your predictions?

Children: It sounds like it's going to be about a place like Lisa described.

Teacher: What makes you think so?

Jessica: Because they haven't talked at all about an old man, the author only described the town and how food rained down for breakfast, lunch, and dinner.

Teacher: Would you like to live in a town like Chewandswallow?

Susan: I think it would be fun because then you wouldn't have to wait for your mom to cook dinner. You could just catch some extra food and eat when you were hungry.

Tyler: I wouldn't like it cuz what would happen if it rained something heavy like barbecued ribs and you got hit on the head and got knocked out or died.

Teacher: Tyler brought up a good point. Could there be some problems with living in this town?

Jeff: It could rain heavy things and hurt you.

Maria: If there were a storm of ice cream or something mushy it would get really messy.

Teacher: Good, now that you're thinking about what a place like Chewandswallow would be like, let's read on to see what happens in the town.

She reads until the weather takes a turn for the worse.

Teacher: Now what do you think is going to happen in the story?

James: It's about a town that rains food for breakfast, lunch, and dinner and then one day the food starts coming down funny.

Teacher: What do you mean by funny?

James: I think that maybe too much food started coming down.

Teacher: What makes you think that maybe too much food started coming down?

James: Well, in the picture there is too much spaghetti in the road and the cars can't move.

Teacher: Good, now let's continue reading to see if you are right.

The teacher now reads until the story describes a tomato tornado and then stops and asks questions again.

Teacher: So, what happens in the town of Chewandswallow?

Kayla: All kinds of food starts coming down. Some of it is yucky like peanut butter, mayonnaise, and brussels sprouts. And sometimes just too much of it

comes down, like when they had a tomato tornado. Everything was a mess because the food was going crazy.

Teacher: What do you think the town will do about it? Why do you think so?

Frank: I think that they will hire a magician to put a spell on the clouds so that the weather will get straightened out because sometimes in the stories they can do that.

Harold: I think that they have to leave if they can, before they all die. That's what I would do.

Nancy: I think they need to find out who is in charge of making it rain so that they can ask them to stop it and make things go back to normal.

Teacher: Those are good answers. Now I want you all to decide which of those you think is the most likely to happen and let's continue reading.

The teacher reads the rest of the book.

Teacher: Did the people do what you thought they would do? Did you like how they solved their problem?

Harold: Yes, that's what I thought they should do.

Frank: No, I still think they should've called on somebody to help them so that they wouldn't have to leave Chewandswallow and have to buy groceries in the store.

Based on above definition and some steps in applying the DRTA approach, it is known that English reading comprehension can be taught to students communicatively through some activities which included other language skill such as speaking, listening and writing.

B. Review of Related Studies

There are several studies which prove the benefits of the DRTA for reading comprehension. Related to Tankersley (2005), The Directed Reading Thinking Activity (DRTA) engages students in a step-by-step process that guides

students through understanding and thinking about text. The DRTA also promotes active comprehension. This metacognitive strategy teaches students to acquire and activate their own purposes for reading and develops their reading and thinking processes. During the DRTA, readers are encouraged to review what they know about a topic, make predictions about what they will learn, and follow through with an evaluation of what they actually learned as well as how their assertions pertained to what they read. The DRTA extends learning to high-order thought processes and is useful for processing all types of text .

Some of the higher order thinking skills that the DRTA requires students to use include: making connections between interrelated elements of text, justifying their thought process and logical conclusions, and inferring meaning from the text. The skills can be practiced and refined to set the pathway toward independent reading and foster learner responsibility (Richardson & Morgan, 1997).

In addition to building comprehension strategies, the DRTA is a useful tool for teachers to model accurate and appropriate reading skills (Richardson & Morgan, 1997). The prediction component especially encourages active reading and serves as a way for the reader to get involved and interested in the text. Making predictions about the text can help improve understanding (Richardson & Morgan) as well as help clear up any misconceptions about the topic (Billmeyer & Barton, 1998). Janice Almasi (2003), in her book *Teaching Strategic Processes in Reading*, asserts that the DRTA, especially making predictions, helps students focus their attention on the text and encourages active reading.

With regard to the previous studies, the DRTA in reading have a crucial roles in achieving reading comprehension. In short, a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions can improve students' reading comprehension.

C. Conceptual framework

As it is stated in the previous chapter, reading plays an important role for junior high schools students. Students are expected to have an ability to comprehend any kinds of texts such as recounts, descriptives, narratives, expositions, procedure, news items, reports, explanations, and discussion either formally or informally. They are also expected to gain knowledge and information from the texts.

The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

DRTA is a technique in the effort to improve students' reading comprehension. The use of this technique is based on some reasons i.e., first, the DRTA is intended to develop students' ability to read critically and reflectively. Broadly speaking, a DRTA lesson attempts to equip readers with the ability to determine their own purposes for reading, and also the ability to examine reading material based upon these purposes (Farrell, 2002: 16). Second, It encourages

students to be active and thoughtful readers. Third, It activates students' prior knowledge. Fourth, It teaches students to monitor their understanding of the text as they're reading. Fifth, It helps strengthen reading and critical thinking skills.

The benefits of this technique may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels. This strategy helps strengthen reading and critical thinking skills. As the teacher guides the process, the DRTA teaches students to determine the purpose for reading and make adjustments to what they think will come next based on the text.

A typical the DRTA lesson would begin with a general introduction by the teacher checking the students' background experiences about the topic. This discussion not only orient the students to the topic but also increases their levels of motivation- since the teacher has now brought the topic to life, the students may want to learn more about it by reading the passage. (Farrell, 2002: 15).

If used effectively, the DRTA has the potential to equip students with the abilities to determine purposes for reading; extract, comprehend, and assimilate information; examine reading materials based on purposes for reading; and make decisions based upon information gleaned from reading. The DRTA can help students read, think, understand, and remember what they have read.

Here are the features and the outline version from *Adlit.org* to guide the procedure of DRTA:

D = DIRECT. Using the title of the book or chapter, the cover, or other pictures, start with an initial discussion about the text to be read. The purpose of this

interaction is to give the students enough information to make them curious about the material, and so that they can make a logical prediction as to the content of the text. Teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., “Given this title, what do you think the passage will be about?”).

R = READING. Pick five or six good stopping points at reading. Be ready with questions that will promote good interaction between the readers. Assign the first chunk to be read. When this is completed, review the prediction. Give students the chance to stay with it or change it. It is important that predictions are not labeled right or wrong. What is important is that the prediction can be proved. If the prediction is to be changed as a result of reading, be sure to comment positively. This process should be continued until students have read each section of the passage.

T = THINKING. In the last section, students re-read the story and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The teacher asks questions which are explore their knowledge and actively in nature.

By implementing DRTA, this research expects that the students’ reading comprehension in SMPN 13 Yogyakarta can improve.

CHAPTER III

RESEARCH METHOD

This chapter presents the method used in this research. It consists of the type of the research, the subject of the research, the setting of the research, the schedule of the research, the instruments of the research, the data and the technique of collecting data, the technique of the data analysis, and validity and reliability of the data. Each of them is presented in the following discussion.

A. Type of the Research

This research is classroom action research. It aims to portray the process of the improvement of students' reading comprehension ability. In this research, the researcher was directly involved in improving students' reading comprehension ability. The nature of this action research was collaborative which involved the English teacher as the collaborator and the researcher herself. The researcher and the collaborator applied the directed reading thinking activity to improve students' reading comprehension ability.

B. Subject of the Research

The subjects of the research were the English teacher as a collaborator, the grade VIIIA students of SMPN 13 Yogyakarta in the academic year of 2013/2014, and the researcher. The grade VIIIA students were chosen based on the teacher's recommendation because most of them had low reading comprehension ability.

C. Research Setting

This part consists of three issues. The first issue is the place of the research, the second issue is the schedule of the research, and the last issue is the learning setting. Each part is discussed below.

1. Place of the Research

This research was conducted at SMPN 13 Yogyakarta at class VIIIA. This school is located at Jalan Minggiran, Suryodiningratan, Mantrijeron, Yogyakarta.

Each class in this school consists of 34 students so the total of the students are 429 students, 39 teachers, 21 staffs and 1 security. Physically, this school has enough facilities instead of twelve classes- four classes for grade VII, four classes in grade VIII, and four classes in grade IX. Beside that, this school also has extracurricular activities such as scout, basket ball, foot ball, dance, music, and membatik. However, there was no any extracurricular activities deal with the English subject.

2. Schedule of the Research

This action research is conducted in the second semester of the academic year of 2013/2014. It was conducted from March to April 2013, following the English teacher's schedule of class VIIIA of SMPN 13 Yogyakarta. The schedule of the research is presented below.

Figure 2. The Schedule of the Research in SMPN 13 Yogyakarta

No	The Activities	Place	Day / Date
1.	Class observation	VIIIA	Saturday / March 16th 2013
2.	Pre-test	VIIIA	Monday/ April 1st 2013
3.	Action (cycle 1)	VIIIA	Tuesday/ April 2nd 2013
4.	Action	VIIIA	Saturday/ April 6th 2013
5.	Action	VIIIA	Saturday/ April 13th 2013
6.	Action(cycle 2)	VIIIA	Monday / April 15th 2013
7.	Action	VIIIA	Tuesday / April 16th 2013
8.	Action	IXA	Monday/ April 29th 2013
9.	Post- test	VIIIA	Tuesday / April 30th 2013

3. Learning Setting

Class VIIIA has thirty-four students consisting of thirteen male and twenty-one female students. The English teaching-learning activity in this class is carried out three times a week with one and two periods in the duration of fourty minutes per period. The materials which were presented by the teacher are taken from the course book.

According to the English teacher, the students of class VIIIA had low reading comprehension ability and tended to be passive in the English teaching and learning process. For this reason, the researcher considered that the class needed some improvements. The researcher was interested in improving students' reading comprehension with the use of the Directed Reading Thinking Activity.

D. Instruments

In collecting the data, the researcher used three different instruments which are presented below.

1. Observation Guideline

The observation guideline was aimed to guide the researcher and the collaborator in writing down any information and the process of the running of the teaching and learning process in this research. The blue print and the observation guideline are displayed in the following table.

Figure 3.Criteria For Teacher's Activities Evaluation During The Teaching And Learning Process (Blue Print).

No	Aspects	Indicator (yes)
1.	Opening the lesson.	
	-Giving lead- in.	-The teacher gives lead in which is related to the material/ topic. - The teacher i nteracts with the students when he/ she gives lead in for example he/ she asks students to give their opinions or give them questions to answers.
	-Stating the learning objective.	- The teacher states the learning objective which is related to the materials/ topic and when stating the learning objectives, he/ she invites the students' participation. - When stating the learning objective, the teacher interacts with the students communicatively by asking questions and asking for opinions.
	-Motivating students to actively involve in teaching and learning process.	- The teacher uses utterances that can encourage the students to be energetic and ready to actively involve in the teaching and learning process. It can be seen when the students sit on their chair, smile to their teacher, and do not do anything else except listen to their teacher.
2.	Organizing the teaching and learning process	

	- Demonstrating the DRTA strategy to the students.	<ul style="list-style-type: none"> - The teacher introduces the strategy (DRTA). - The teacher demonstrates the application of the strategy (DRTA). - The students pay attention to the teacher's explanation. - The teacher shows the charts of strategies to the students in front of the class. - The teacher asks the students their background knowledge about things related to the topic to be discussed. - The teacher states the goal of teaching and learning process.
	-Presenting the materials	<ul style="list-style-type: none"> - The teacher presents the materials participatory and pleasantly. - The teacher gives the students opportunities to ask question. - The teacher creates pleasant atmosphere in the class so that the students are enthusiastic during the teaching and learning process.
	-Guiding students to make a prediction before read a text.	<ul style="list-style-type: none"> -The students brainstorm what they already know about the topic before reading. -The teacher asks the students to work in group. -The teacher distributes DRTA learning log. -The teacher guides the students in practice. -The teacher monitors the strategy used by the students during group work. -The students predict and reflect on what they think they will learn about the topic. - The teacher instructs the students to write their prediction.
	-Controlling students to read the text after making prediction.	<ul style="list-style-type: none"> -The teacher gives opportunity to the students to comprehend the text under her guidance. -The teacher helps the students when they find difficulties. -The students read the text and do peer confirmation from their predicting on the text.
	-Confirming students' prediction	-The teacher asks the students if their prediction was confirmed, rejected or modified.
	-Evaluating students' work in predicting the text.	-The teacher leads a brief discussion and reflection period, allowing students to compare their predictions with what was actually presented in the text.
3.	Managing the teaching and learning process.	
	-Managing the time.	-The teacher manages the time properly as what has been planned in the lesson plan.

		<ul style="list-style-type: none"> -The teacher uses the time well and appropriate as what has been planned in the lesson plan. -The teacher does not come late to the class. -The teacher does not leave the classroom when the teaching and learning process is running without permission. -The teacher does not corrupt the time. -The teacher does not close the lesson earlier.
	-Using media.	-The teacher uses media which is appropriate with the materials and the learning objective.
4.	Closing the lesson.	
	-Summarizing the materials.	<ul style="list-style-type: none"> -The teacher makes summary which is appropriate with the learning materials and the learning objective. -The teacher gives opportunities for the students to make the summary of what they have learned and they have done in the teaching and learning process.
	-Giving feedback.	<ul style="list-style-type: none"> -The teacher informs the students of what problem were with their works. For example; "Have another look at number four?", and most of them still have problem in finding the meaning of the words. -The teacher praises the students. For example; "well done. This is much better." -The teacher gives encouragement. For example; "You all did the group activity quite well but I still found some of you did not participate in your group. Next time you have to participate actively in group activity."

2. Interview Guideline

The interview guideline was used to guide the researcher in conducting the interview to get the data related to the teacher's behaviour and students' behaviour before, while, and after the action was implemented. The blue print and the interview guideline are displayed in the following table.

Figure 4. Blue Print of the Interview Guideline

A. Before The Implementation	
1. For the English Teacher	
1. Current teaching reading technique	1, 3, 4
2. Students reading comprehension ability	5
3. Students participation	2, 6
4. Problem in reading comprehension	7, 8
5. Assessment of reading comprehension	9
6. Teacher's feedback	
7. The DRTA	10
8. Effect of the DRTA	11, 12, 13, 14
2. For Students	
1. Current teaching reading technique	1, 2, 3, 7
2. Students reading comprehension ability	
3. Students participation	4, 5, 6
4. Problem in reading comprehension	8,9
5. Assessment of reading comprehension	
6. Teacher's feedback	
7. The DRTA	10
8. Effect of the DRTA	11
B. After The Implementation	
1. For the English Teacher & the Collaborator	
1. Comment on teaching reading comprehension	1
2. Comment on the DRTA	2, 3
3. Effects of the DRTA	4, 5
2. For students	
1. Comment on teaching reading comprehension	1
2. Comment on the DRTA	2,7
3. Effects of the DRTA	3,4,5,6

INTERVIEW GUIDELINE

A. Before The Implementation

1. For the English Teacher

- 1) Bagaimana cara Ibu mengajar reading?
- 2) Apakah siswa dilibatkan dalam penentuan topik tugas reading?
- 3) Apakah siswa pernah diajarkan tentang reading comprehension?
- 4) Teknik dan media apa saja yang digunakan untuk mengajarkan reading comprehension?
- 5) Bagaimana gambaran kemampuan para siswa secara umum dalam reading comprehension?
- 6) Bagaimana gambaran siswa ketika mengikuti pembelajaran reading?
- 7) Menurut Ibu faktor apa saja yang menghambat pembelajaran reading?
- 8) Apa hambatan terbesar dalam mengajarkan reading comprehension?
- 9) Bagaimana cara Ibu melakukan penilain dalam pembelajaran reading?
- 10) Apa yang Ibu ketahui tentang the DRTA?
- 11) Apa Ibu pernah aplikasikan the DRTA?
- 12) Jika iya, apakah sampai sekarang masih digunakan? Bagaimana pelaksanaannya?
- 13) Apa saja aktivitas yang terdapat dalam pembelajarannya?
- 14) Bagaimana hasil yang didapat?

2. For Students

- 1) Bagaimanacara guru mengajar reading comprehension selama ini?
- 2) Apa guru sudah cukup baik dalam menyampaikan materi dan memahami reading comprehension?
- 3) Apakah selama ini guru dalam mengajar reading comprehension menggunakan alat peraga atau fasilitas sekolah?
- 4) Selama pembelajaran reading, apa yang biasanya anda lakukan?
- 5) Apakah anda senang dalam mengikuti kegiatan pembelajaran reading comprehension?
- 6) Apakah anda diikut-sertakan dalam pemilihan topic pembelajaran?
- 7) Bagaimana guru mengajarkan adik reading comprehension?
- 8) Apa yang menurut adik jadi hambatan dalam pembelajaran reading?
- 9) Apa hambatan terbesar dalam reading comprehension?
- 10) Apakah pernah diajar dengan the DRTA?
- 11) Jika iya, bagaimana pelaksanaannya?

B. After The Implementation

1. For the English Teacher & the Collaborator

- 1) Bagaimana pendapat Ibu tentang implementasi pembelajaran hari ini?
- 2) Apa pendapat Ibu tentang aktifitas yang di lakukan di kelas?
- 3) Bagaimana pendapat Ibu tentang penggunaan teknik DRTA?
- 4) Apakah dengan teknik DRTA dapat meningkatkan minat dan motivasi anak untuk belajar ?
- 5) Adakah saran Ibu untuk implementasi berikutnya?

2. For students

- 1) Bagaimana pendapat anda tentang pembelajaran hari ini?
- 2) Bagaimana pendapat anda tentang penggunaan teknik DRTA?
- 3) Apakah anda bisa lebih memahami bacaan dengan menggunakan teknik DRTA?
- 4) Apakah anda merasa senang ketika menggunakan teknik DRTA waktu membaca?
- 5) Apakah anda termotivasi untuk lebih memahami bacaan dengan menggunakan teknik tersebut?
- 6) Apakah anda merasa lebih yakin dan percaya diri dalam membaca?
- 7) Menurut anda, apakah kekurangan dalam penerapan DRTA?

3. Students' Reading Comprehension Test

In the beginning of the research, students were given a pre-test in the form of multiple choices. Meanwhile, the post-test was given in the last of the research. Then, the score of both tests was compared. It was used to know whether or not there were improvements of students' reading comprehension ability after the DRTA was applied in teaching and learning process. The blue print of the test is displayed in the following table.

Figure 4. Blueprint of Reading Pre-test & Post-test.

No	Indicator	Item number	Total
1	Finding the main idea	13,40	2
2	Finding the topic	12, 17, 24, 27, 29, 39.	6
3	Identifying the main point or important information	8, 26, 30, 32, 38,	5
4	Deducing the meaning of unfamiliar lexical items	6, 7, 25	3
5	Making inferences	15,21,28	3
6	Understanding references	4, 5, 9	3
7	Critical reading	1, 2, 14, 18, 19, 20,31,33,34,35,36.	11
8	Summarizing	10,11,23	3
9	The writer's purpose	16, 22, 37	3
10	Solving the problem	3	1
Total			40

E. Data and Techniques of Collecting Data

The data in this research consisted of quantitative and qualitative data. The quantitative data were presented in the score of students' pre-test and post-test. Meanwhile, the qualitative data were the description of the process during the action which involved field notes, interview transcripts, teaching and learning process transcripts, and photographs.

The data were collected in the form of opinions, preferences, and expectations of the research team members. To get those data, the researcher collected the data using some data collection techniques as follows.

1. Class Observation

The class observation was used to observe the teaching and learning process in class VIIIA and students' progress in reading to get information needed in the next action in this research. Everything related to the students' behaviour in learning reading, the teacher's action in the class, and problems related to the teaching-learning process were noted.

2. Structured Interviews

To get the data related to the teacher's and students' behaviour before, while, and after the action implemented, the researcher conducted structured interviews to the collaborator and the students of class VIIIA. Structured interview is an interview in which the researcher provided with a list of the questions.

3. Recording

In collecting the data about the running of the teaching and learning process in the classroom, the researcher recorded the teaching and learning process for every meeting.

4. Reading Comprehension Test

The reading comprehension test was given twice. The first test was a pre-test that was given before the researcher conducted the action, while the next test, the post-test was given after the action implemented.

5. Photographs Taking

Some pictures were taken while the teaching and learning process was running. The photographs were taken to support the data.

F. Techniques of Data Analysis

There were two focuses of the data in this study. The first was qualitative and the second was the quantitative data. The qualitative data were obtained from the interview, the classroom observation, and the recording. Meanwhile, the quantitative data were obtained from students reading comprehension test.

There are three steps in analyzing the qualitative data, they are reduction, data display, and conclusion drawing/ verification (Miles and Huberman, 1994:10-12). Firstly, the researcher selected, focused, simplified, abstracted, and transformed the data which were in the form of field notes, interview transcripts,

and teaching-learning process transcripts. Then, sorted, sharpened, focused, and organized the data in order to come to the conclusion drawing and action. Finally, this research drew conclusion from the data display to know the progress of the implementation and verified it.

Meanwhile, the quantitative data which were taken from the reading test were analyzed using descriptive statistics. The descriptive statistics aimed to provide answers about the students' learning achievement before and after applying the DRTA. The statistics which were used in the computation were the mean which was the average score attained by the subjects of the research. From the result of the reading test, the students' progression level was identified.

G. Procedures of the Research

1. The Problem Identification or Reconnaissance

The first step in this research was reconnaissance. Firstly, the researcher collected the information to identify the problems by observing the teaching and learning process and interviewing the English teacher. The researcher and the English teacher and some students, and then, the researcher discussed them with the English teacher. The researcher and the English teacher shared their opinion, ideas, and the problems in the teaching-learning process at grade VIIIA of SMPN 13 Yogyakarta. Then, they grouped the problems depending on the scale of priorities to be solved. Problems which had multiple effects were given priority. After they discussed the problems, it was found that the most important problem was the students' reading comprehension ability in learning English.

2. Planning

After the problems were identified, the researcher and the collaborator made some planning to decide the actions that were feasible to be implemented in the field. They prepared the technique to solve the problems they face, prepared the teaching materials and prepared the instruments to collect the data.

3. Action and Observation

In doing the action, the researcher acted as the English teacher and the observer. However, the real English teacher also acted as the English teacher and observer to observe the action process in the classroom. After the plan was agreed, the actions were implemented in the class. The actions were implemented in two Cycles. Cycle I was conducted in three meetings and cycle II was conducted in two meetings. The texts used in teaching and learning process were adapted from standard of competence and basic competency, it was narrative. Besides implementing the action plans, the researcher observed the students' reaction during the activities and did the interviews with some students of grade VIIIA of SMPN 13 Yogyakarta after the action was implemented. The collaborator also helped to observe the process of the teaching and learning process. In addition, the researcher recorded the teaching and learning process in every meeting. Based on the field notes, interviews transcript, and the teaching and learning process transcript the team discussed the implemented actions and analyzed the result. The result of the discussion served as an observation to be used to improve the next action. Before the action was implemented, the students

were treatment. The test was done before the research. The questions consisted of forty items in the form of multiple choices and it was made based on the blueprint.

After all actions were done, the students were given post-test. The test was used to know whether there is improvement in students' comprehension ability after the treatment or not.

4. Reflection

The reflection was done every time after each cycle of action was completed. The reflection was an important thing because it was used to measure whether the actions were successful or not. When the actions unsuccessful, they were revised for the next cycle. The reflection was got from observation, the interview with the English teacher and some students, and from the teaching and learning process recording. The reflection was brought about to see what happened in the actions and to see whether the learning objectives were achieved or not.

H. Validity of the Research

Anderson, et al in Burns (1999:161-162) explains five validity criteria in action research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this research, the researcher also applied the five of validity to get the validity of the data. The following presents the discussion of each.

1. Democratic Validity

Democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In getting democratic validity, the researcher interviewed the English teacher and the students. In the interview, they were given chances to present their ideas, opinions, and attitudes toward the problem faced. The interview was focused on finding the problem solving. The interview was conducted during the research.

2. Outcome Validity

Outcome validity relates to the notion of the actions leading to the outcome that are successful within the research context. In order to get the outcome validity, the research not only focused on the problem solving at SMPN 13 Yogyakarta but also planned to make new questions. This case was when the researcher did the reflection. The outcome validity in this research was obtained by looking at the result of the actions which have been done. The researcher and the collaborator analyzed the success and the failure of the actions.

3. Process Validity

Process validity raises questions about the deepening ability and competency of the research. To get process validity, the researcher collected the data by doing observation, interviewing the students and the collaborator, and recording the teaching-learning process. The process validity was obtained by doing a triangulation technique that is gathering accounts of a teaching situation from

three quite different points of view. This was done to avoid the bias that may happen.

4. Catalytic Validity

Catalytic validity relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. To fulfill the catalytic validity, the researcher ask students and English teaceher's responses to the change occur after the implementation of the actions.

5. Dialogic validity

Dialogic validity processes the peer review which is commonly used in the academic research. The dialogic validity was got by doing dialog. The dialog was done collaboratively with the critical partner or the other practitioner researcher who were critic. To fulfill the dialogic validity, the researcher asked the English teacher to act as an observer during the implementation of the actions.

Meanwhile, the credibility of this research was obtained by giving the genuine data, such as field notes, interview transcripts, and teaching-learning process transcripts. To avoid the subjectivity in analyzing data and to get trustworthiness the reseacher used triangulation. Burns (1999:163) argues that triangulation is used to verify the trustworthiness of the data. In this research, the researcher used two kinds of triangulation as follows.

1. Time triangulation; collecting data at different points in time.
2. Theoretical triangulation; analyzing data from more than one theoretical perspective. The researcher involved more than one source in gathering the data. They are the English teacher and the students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This research used the action research stages designed by McTaggart cited in Burns (2010: 9). There were some stages which were done in the research. They were planning, action, observation and reflection. In the planning stage, the researcher and the English teacher determined the problems based on the observation she had done before in the teaching and learning process of reading conducted by the English teacher. Then she determined the problems that were possibly solved by having discussion with the teacher. After that, she planned the actions that might be implemented to overcome the problem. In the action stage, the researcher implemented the DRTA in the teaching and learning process of reading. During the implementation, the researcher and the English teacher as the collaborator observed the condition of the teaching and learning process and the students to know the students' responses and the impact of the actions. Finally, they made reflection on each meeting and cycle. It was done to evaluate the success and the problems appearing during the implementation the actions. The researcher did the actions in two Cycles for three meetings in each Cycle.

The researcher began the research by conducting observation during the process of teaching and learning. The observation was done on Saturday, March 9th 2013 at 8.30 a.m in the VIII A classroom. The situation in the

teaching and learning process of reading could be seen from the vignette.

They were presented as follows:

Vignette

March 9th 2013

R: Researcher

ET: English teacher

Ss: students

As the bell rang, ET invited R to the classroom. When ET entered the classroom followed by R, Ss were busy doing their own activity. Some of them sang a song loudly and fight to each other. Other students chatted one another. Then, ET asked R to sit at the back. ET had waited for a while before she started the lesson as the class was noisy. Then, ET told Ss that R would conduct observation. While observing the lesson, R took notes.

ET started the lesson by greeting Ss and they had a prayer together. She did not forget to check the attendance list. But still most of the students were doing their activities and did not pay attention to the teacher. The class was very noisy. When R sat at the back, R heard some Ss said that they did not like English subject. In other hand, Because of the class was still busy with their activities, ET was silent and waited Ss till quiet.

Before discussing the question of mid semester in the last meeting, ET gave the result to Ss one by one, and most of them got 2, 3, and 4 for the English subject. The average score of mid semester was 4. Ss were happy with the score and they did not care to increase their knowledge and skill more. ET was upset and started to discuss the question of mid semester.

When ET mentioned the right answer for each number of question, some of Ss had fought to their friends and made the class more noisy than before. Fortunately, ET could make Ss become quiet. ET continued to explain the answer.

Finally, As the time was up, and the question still not explained all, she ended the lesson by saying a prayer.

From the vignette, some problems were found during the teaching and learning process of reading in VIII A. It could be said that there was little interaction between the English teacher and the students. The students were

passive during the lesson. When the English teacher asked them questions, they kept silent. They rarely asked questions when they found difficulties. Besides, there was also little interaction among the students. There was not any discussion about the subject among the students. The students tended to do the activity individually or having fight to other students. When they had a chat with their friends, they did not talk about the text being read but they talked about something else.

Furthermore, the teacher did not pay much attention to the students. When she started discussing the mid semester answer, she did not check whether all students bring the test or not. Besides, when the students gave the wrong answer on the questions related to the text, she merely gave the right answer without explaining and just mention it, and making sure that the students really understand about the text. It showed that the English teacher did not gave a chance to the students to share their knowledge.

Another fact is that the students had low motivation during the teaching and learning process of reading. It is shown from the students' behaviour in the class. For example, the students did not pay much attention toward the English teacher's explanation. Instead of reading the text, they joked, chatted and fought with other friends.

After conducting the observation and concluding some problems above, the researcher interviewed the English teacher and the students. The interviews were conducted after the teaching and learning process of reading.

1. Identification of the Field Problems

This research was done collaboratively between the researcher, the English teacher and the students of VIII A. To determine the problems of the teaching and learning of reading in the class of VIII A, the researcher conducted the observation during the teaching and learning process of reading and interviewed the English teacher and some students of VIII A.

Based on the observation and the interview with the English teacher and the students, there were some problems in the teaching and learning process of reading. The problems were related to the students' reading comprehension. Those problems could be seen as follows:

Table 1. The field problems concerning the teaching learning process of English.

NO.	PROBLEMS	CODE
1.	The students found that English is difficult subject.	S
2.	The students easily got bored during English class activities.	S
3.	The students made noise in the classroom.	S
4.	The students' vocabulary mastery was low.	S
5.	The students tended to translate the text.	S
6.	The students had difficulties in finding main ideas and detail information from the text.	S
7.	The students had low motivation in learning.	S
8.	The students could not comprehend text fully.	S
9.	The students only had little chance to express ideas about the topic.	S
10.	The teacher dominated the whole session of the lesson and only give little chance for the students in expressing ideas.	T

11.	The teacher never gave the students feed back.	T
12.	The teacher never modeled how to use efficient reading comprehension.	T
13.	The teacher only focused on testing students' ability to translate the text and answer the questions based on the text.	TT
14.	There were limited media used in reading teaching.	LM
15.	There was uncomfortable environment (small school with many rooms) to teaching and learning process.	E

Note: S:Students T:Teacher TT:Teaching technique

LM: Learning materials

E:Environment

From the table above, it can be seen that the problems occurring in the teaching learning process of English are related to the teacher, the students, teaching technique, learning materials and environment. Besides, the researcher focused only on the students' reading comprehension and selected the problems that were related to the problems occurring in the teaching of reading. The specific problem could be related to the motivation, vocabulary, etc. Those problems related to the students' reading comprehension could be seen as follow.

Table 2. The Problems related to the teaching of reading

NO.	PROBLEMS	CODE
1.	The students' vocabulary mastery was low.	S
2.	The students had difficulties in finding main ideas and detail information from the text.	S
3.	The students had low motivation in learning.	S
4.	The students could not comprehend text fully.	S
5.	The students only had little chance to express ideas about the topic.	S

Note: S:Students

2. Determining the Actions to Solve the Problems

After having discussions with the English teacher, the researcher determined some actions expected to offer some solution to the problems. There were 6 actions planned in this study. They were the use of pictures, the use of DRTA learning log, preteaching key vocabulary, making prediction-reading-confirmation strategy and giving star stamp points.

Table 3. The actions applied in the study

NO.	ACTIONS
1.	Using pictures to help students activate prior knowledge.
2.	Using interactive DRTA learning log
3.	Preteaching key vocabulary.
4.	Making prediction-reading-confirming about the content of the text.
5.	Giving the students handout to help them in understanding the material.
6.	Giving star stamp points to checking the DRTA learning log and rewarding the active and creative students.

3. The Relationship Between the Field Problems and the Actions

After the actions had been designed, the researcher related the field problems to the actions designed the following table shows which field problems were related to the actions that had been designed.

Table 4. the relationship between field problems and the actions

NO.	ACTIONS	PROBLEMS
1.	Using pictures to help students activate prior	-The students had low motivation in learning.

	knowledge.	
2.	Using interactive DRTA learning log	-The students had only a little chance in expressing ideas.
3.	Preteaching key vocabulary.	-The students had low vocabulary mastery.
4.	Making prediction-reading-confirming about the content of the text.	-The students could not comprehend text fully.
5.	Giving the students handout to help them in understanding the material.	-The students had difficulties in finding main ideas and detail information from the text.
6.	Giving star stempel points to checking the DRTA learning log and rewarding the active and creative students.	-The students had low motivation in learning.

B. The Report of Actions and Discussion

1. The Implementation in Cycle I

1). Planning

After determining the problems related to the teaching of reading, the researcher and the collaborators began to plan the actions to solve the problems. The actions were focused on improving students' reading comprehension through the use of DRTA technique. The situations expected after the implementation of the actions are:

- a. Students could have more opportunities to express the ideas related to the topic of the text.
- b. Students would be motivated and interested to read the text.
- c. Students could find main ideas and detail information from the text.

- d. Students could improve their abilities to read efficiently by using comprehension strategy such as predicting, reading, confirming.
- e. The teacher could guide the students in before, during, and after reading process.

Based on the discussion with the collaborator on April 2nd 2013, some actions would be implemented in Cycle I. The actions planned of Cycle I were using pictures, using DRTA learning log, preteaching key vocabulary, making prediction-reading-confirmation strategy and giving star stamp points. They discussed as follows.

The first action was done using pictures. This action was aimed to stimulate the students to activate their previous knowledge related to the topic of the text and motivating the students to share their ideas about the text. Pictures were also used as media in the teaching of reading since there were no media used in the classroom.

The second action was done using interactive DRTA learning log. This action was aimed to give chance to the students to express their ideas related to the topic of the text and promoting the interaction between the teacher and the students. By using this action, the teacher could build the students' motivation, attract the students' interest in reading.

The third step is preteaching vocabulary. This action was aimed to create a context for the students that facilitates comprehension by identifying key words and then preteach them . The action was also expected to solve the students' low

vocabulary mastery problems so the students did not need to translate every words in the text when they were reading.

The fourth action was using predicting-reading-confirming. This actions was the part of DRTA that all of the students have to predict the tittle and the content of the text from the picture, and have to read the text to compare their ideas in the predicting, then have to give confirmation after reading the text. The last, the teacher give a solution and summarizing from all the students' ideas. The reason was helping the students to comprehend the text fully, helping the teacher modeled how to use efficient reading comprehension strategies, and helping the students aware of the use of efficient reading strategies.

The fifth action was using handouts to help the students understand the material. The handout was taken from the internet and books. In taking the texts, the researcher chose the appropriate materials such as reading text that were relevant to the students of junior high school, especially for the students of grade VIII A SMPN 13 yogyakarta. The reason was helping them understanding the lesson and catching their attention so that they were interested in the materials. So, they could find main ideas and detail information from the text. Before doing the actions, the researcher made lesson plans of the actions and discussed the lesson plans and the materials with the English teacher.

The last action was giving star stamp points to checking the students' learning log and giving a reward to the active and creative students. This action was aimed to motivate the students in learning and assessing the students comprehension by

cross checking before and after reading. From seeing DRTA learning log, the students' process of thinking was obvious. The use star stamp also help to give reward to the best students in reading process.

2). Actions and Observations

In this step, actions planned in the previous step were done. The actions were done in three meetings. It was conducted on April 2nd, 6th, and 13th, 2013. In this Cycle, the researcher presented the topic of the best friend in the first and the second meeting. The topic of legend in the third meeting. The result of Cycle I were presented below.

a. Using Pictures to Help Students Activate Prior Knowledge

Before the researcher did the actions in the teaching and learning process of reading, the English teacher used limited media to teach the students. She just gave the students a text taken from "Look Ahead" and then asked the students to read the text. After reading the text, the students were asked to answer the questions based on the text.

In this study, the researcher used pictures as media to help the students motivation and activate their prior knowledge about the text. The picture was used just before the students read the text. The use of pictures could help the students to activate their prior knowledge about the topic.

"What do you know about friendship or best friend?" asked the researcher. "*Teman sejati dalam suka duka miss?*," a student answered. "Yeah good. Any one else?" there was no answer. "OK, I will show you the picture about best friends and you have to guess what the tittle is." R showed the picture of the king and his best friends." Harry potter miss?" asked the student. "Oh, I know Miss, *itu pasti Raja dan temannya?*".Ok, excellent, now you must write down your own tittle

version in DRTA learning log. And guess what the story from the picture.”said the researcher. (Appendix A/ field note 7)

The quotation of the fieldnote above shows that by using pictures, the students could recall their previous knowledge since the use of media of visual cues are needed when the topic were unfamiliar for them. The use of picture can also focus the students attention of the text. The evidence can be seen in the quotation of the interview transcript below.

R: “*Bagaimana Bu penggunaan gambar tadi? Apakah menurut Ibu Eni sudah cukup membantu siswa?*”(What about the used of picture Miss? Do you think it can help the students?”)

ET: “*Bagus mbak, ada peningkatan sekarang. Siswa jadi lebih mudah untuk mengungkapkan ide. Selain itu, pakai gambar kan juga memfokuskan siswa pada text yang akan mereka baca. Jadi ide yang keluar juga gak asal.*” (“Good Miss, there was an improvement. It was easier for the students to express their ideas. Besides, the use of pictures could focus to the students’ attention to the text they are going to read. So, the ideas expressed were well-organised.”)

(Appendix B/ interview transcript 10)

The quotation above shows that the use of pictures helped the students to express their ideas easily. It also helped the students to focus their attention on the text they read because they knew what they would read based on the picture they saw.

b. Using Interactive DRTA Learning Log

Before the action was done in the classroom, there was no good interaction between the teacher and the students. In the reading class, the teacher dominated the whole session of the class and the students activities were only reading aloud, translating the text, and answering the questions based on the text. The students had only little chance to express their ideas related to the text.

In this action, the researcher tried to build an interaction with the students to make them more critical and creative in learning reading to express their ideas. As she acted as the teacher in the class, the researcher considered the students' activities before, during and after reading. This research used the interactive DRTA learning log. Here, the researcher tried to engage the students to the topic of the text by asking them to brainstorm ideas about the topic and pictures of the text. Besides, DRTA learning log aimed at building motivation and interest in reading.

There was a process of improving the students' express ideas about the text, the students' motivation, and the students' interest to read the text. The improvement was achieved gradually from one meeting to the next meeting during Cycle 1. It could be seen from the students' behaviour during the process of DRTA learning log. In the first meeting the students were shy to respond to the teacher. Only some of the students who wanted to share their knowledge. The improvement could be seen in the next two meetings. The students were enthusiastic to express their previous knowledge about the topic. The evidence can be seen from the quotation of the field notes below.

R showed the picture of the princess and his best friends in the forest in front of the class. Then, she asked the students to tell their ideas about their best friend in real life." Do you have best friends like this picture?. Can you tell me about your best friend?"asked the researcher. "Me Miss, me, me. I have two best friends, *mereka sangat baik dan sering maen bareng*,"answered the student. "And now, can you share your own title based on this picture and write down in your DRTA learning log?"*"Saya Miss, judulnya Harry Potter and Their Friends,"* answered the student." Wow, excellent, anyone else?"asked the researcher. "Now, you can guess the first paragraph of the story in your own story and write down in DRTA learning log. If you finished your work, raise your hand."

(Appendix B/ fieldnote 3)

The quotation above shows that the students made connection between the information stored in their mind with the picture of the text. Here, the students linked their background knowledge to the text before reading it. The use of the students' prior knowledge could help the students to understand the text easily.

DRTA learning log could also motivate and build the students' interest in reading. It can be seen in the quotation of the interview transcript below.

R: "*Hallo dek, namanya siapa ya? Tadi gimana pakai DRTA learning log?*"(Hello, what is your name? What do you think about DRTA learning log?)

S: "*Blasia Miss. Menurut saya asik, Miss. Beda gak kaya biasanya pas pelajaran. Jadi, gak boring gitu. Trus tadi kita menebak sendiri cerita versi kita dari gambar. Kita jadi bisa memberikan ide kita sendiri miss. Cukup menantang sih.*"(Blassia, Miss. I think it was fun. It was different from the usual English lesson and it was not boring at all. And then we could guess our own version related to the picture. So we can express our ideas. It was enough challenging.)

(Appendix B/ fieldnote 3)

The quotation of the interview transcript above shows that the use of DRTA learning log could build the students' interest. It can be seen from the students' feeling of curiosity and challenged to guess the content of the story. By doing this action, the students be motivated to keep reading.

c. Preteaching Key Vocabulary

Vocabulary is essential to reading comprehension. It is impossible to understand the text if the readers do not know much about a significant number of the words in the text.

In this study, the researcher prepared the students before reading by identifying key vocabulary and preteaching them to the students. The finding can be seen in the quotation below.

R wrote vocabulary related to the topic in the white board. Then she asked the students to determine which vocabulary were related to the topic. “*Di sini ada beberapa kosakata yang terkait topic bacaan. Dari 8 kosakata, ada 3 yang tidak terkait topik.* Now as far as you know, which words are related to our topic, and which are not.”

(Appendix A/ fieldnote 7)

R wrote some vocabulary related to the topic then asked.” They are the vocabulary you are going to find in the text. *Di antara kalian, ada yang tahu artinya?*” some of the students gave their answers.”*Ok, mari kita bahas kosakata ini.*”

(Appendix A/ fieldnote 7)

From the quotation of the field notes above, the researcher prepared the students before reading by identifying key vocabulary. This action aims at helping the students understand the text easily.

d. Making Predicting-Reading-Confirming About the Content of the Text

The finding of the study shows that using the DRTA strategy can help the students to comprehend the text fully and gave the students challenge to find more detail information about the text. This can be seen in the following quotation of the interview transcript below.

R: “*Halo dek namanya siapa? tadi gimana menurutmu tentang penggunaan teknik DRTA?*” (“Hallo, what is your name? What do you think about using DRTA technique?”)

S: “*Ayu Wulandari, Miss. Jadi lebih dong untuk memahami bacaan dari pelajaran sebelumnya, Miss. Temotivasi dan percaya diri juga dalam memprediksi isi bacaan.*” (“Ayu Wulandari, Miss. I felt more understand to

comprehend the text than before, Miss. I also feel motivated and confident in predicting the content of the text.)

(Appendix B/ interview transcript 8)

From the students' responses above, it can be stated that the students can comprehend the text efficiently than before. They can find more detail information from the text. It is because the use of DRTA technique engages the use of efficient comprehension strategies namely predicting-reading-confirming and make the solution for the text. The findings that show this information are presented below.

“R showed the picture of The Prince and His best friends, S should to predict the title of the text from the picture. And predict the first paragraph(orientation) with some clues from R, and S write it down in the DRTA learning log. S feel so free when they predict the title or the content and they do not shame to express their creativity.”

(Appendix A/ field note 1)

From the quotation, it can be seen that using predicting-reading-confirming in reading can help the students to find the general information of the text freely and actively by their self. Here, the students do quick running their eyes across a whole text for its reading. Reading gives the students the advantages of being able to predict the function of the passage, the topic, and the messages of the text. However, the students still have many misscommunication in reading, so confirming is an important part to clarify the general and spesific information about the text. Finally , the teacher summarize the whole predict from the students and give solution for the next meeting.

e. Giving the Students Handout to Help Them in Understanding the Material

In Meeting 1 and Meeting 3, the researcher gave the students handouts because the students had difficulties in finding main ideas and detail information from the text even though predicting-reading-confirming was implemented. After they finished reading the text, the researcher want the students try to answer the question, matching the word, filling in the blank, choose T/F, etc, from the handout. It can be improved the students more critics, detail and understand more from the text after predicting. The evidence can be seen below.

“After you finished doing the predicting-reading-confirming, I gave you some handout to make you more understand about the text that was given before,”said the researcher.”*Miss, ini di kerjakan semua?boleh buka kamus gak?*”,asked the student.”Yes, you have to do it all, then you can call me if you do not understand of it, please do not open your dictionary until we presented the answer in the white board,”answered the researcher.”*Miss, saya tau jawabannya, boleh saya maju menulis kedepan?salah gak papa kan?*”, said another student.”*Miss, saya juga mau maju ya?*,”said other student.”Yes of course,”answered the researcher.

(Appendix B/ Field note 3)

From the quotation above, we can conclude that the students were more critic, detail and understand what they learn. It can be seen from the anthusiastics of them to write the answer in front of the class without hesitation. Then, the content of the handout was simple and easy to understand for junior high school without many crowded text instead.

f. Giving Star Stampel Points to Check the DRTA Learning Log and to Reward the active and creative students

Giving star stampel was one of the strategies to motivate the students in teaching and learning reading and checking the students DRTA learning log.

Giving feed back is important to evaluate the students after learning and this strategy was done in every meeting in Cycle. After the students read the text, the researcher asked the students to check their learning log. This action was effective to assess the students process and thinking from before, during, and after reading. Here, the thinking process was visible. The evidence was seen below.

*“Miss, saya sudah selesai memprediksi lho, bisa di cap bintang gak? biar cap nya banyak,”*asked a student.”Absolutely yes, come here, let me check,”answered the researcher.”*Miss, saya juga sudah selesai, mau di cap juga,”*said another student.”*Miss, punya saya juga di cap ya, saya juga sudah,”*said the other student.

(Appendix A/ field note 3)

From the quotation above, it can be seen that giving the star stamp point was efficient to gather credit point for the students until the last meeting and the active and creative students could accept a reward from the researcher. This method made the students interest and motivate.

3). Reflection in Cycle I

After implementing the actions in Cycle I, the researcher and the collaborator held the discussion to reflect the actions. They participated in this research have opportunities to share their ideas, opinions, and feelings related to the implemented actions. Based on the discussion with the collaborator in a democratic and dialogic atmosphere, the reflection can be summarized in the following discussion.

a. Using Pictures to Help Students Activate Prior Knowledge

The researcher began to use pictures in the teaching of reading in the first and third meeting. After using pictures, the students were enthusiastic to share their

ideas related to the topic. The use of pictures was very beneficial for the students as a media in the teaching and learning process. It could stimulate the students when they had limited prior knowledge about the topic. The use of pictures was also effective to build the students' interest in reading.

In this Cycle, the pictures used in the teaching and learning process were limited. The picture was the media used in this research for each text to stimulate the students before reading. In fact, the picture could not really help the students to reach their prior knowledge about the topic because the picture was blur and difficult to understand for junior high school. In the next Cycle, the researcher would use more clear pictures in Cycle II to stimulate the students in pre-reading stage.

b. Using Interactive DRTA Learning Log

Using interactive DRTA learning log was done in every meeting in Cycle I. The use of interactive DRTA learning log was successful in promoting students to give a chance to express their ideas and promoting interaction between the students and the teacher and building the students' interest in reading.

Besides, this action could also help the students activate their prior knowledge before reading. They also felt curious, challenged, and satisfied to read the text to complete their DRTA learning log.

In this Cycle, most of the students were enthusiastic to share their ideas related to the topic, but they still used *bahasa* when sharing ideas. Based on the discussion with the English teacher and the collaborator, the researcher decided to

ask the students to use English when they were sharing ideas. It would be for the beneficial for the students if they expressed their ideas and made prediction in English.

c. Preteaching Key Vocabulary

Before asking the students to read a text, the researcher discussed the key vocabulary with the students. This action could provide background to prepare the students for reading. Pre-teaching key vocabulary was very effective in helping the students to understand the text because the students' low vocabulary mastery could be solved.

The use of preteaching key vocabulary strategy which was done in the third step of DRTA was successful in improving the students' vocabulary mastery. In doing these strategies, first the students might ask other friends in the group. When the students did not know the meaning of the difficult words, they had to guess the part of speech. If they still did not know the meaning, they tried to guess the meaning by seeing the context of the sentences. The students felt that their vocabulary had increased by having these activities. This can be seen from the extract of Interview transcripts below.

(4:17) *R : Menurut kamu, kalau pakai preteaching key vocabulary strategies bisa nambah kosa kata gak? (Do you think that preteaching key vocabulary strategies can improve your vocabulary mastery)*

Ss: Iya Miss, jadi semakin tahu banyak kosa kata baru, walaupun awalnya sempet bingung. (Yes Miss, now I know many new words although I am confused at the first time)

(Appendix B/ interview transcript 16)

(4:18) *R : Menurut kamu, kalau pakai preteaching key vocabulary strategies bisa nambah kosa kata gak? (Do you think that preteaching key vocabulary strategies can improve your vocabulary mastery)*

Ss: Iya Miss, jadi penasaran juga kalau ada kata baru yang gak tau artinya terus pengen cari tahu. (Yes, Miss. When I find the difficult words, I want to know the meaning. My curiosity in finding the meaning increases.)

(Appendix B/ interview transcript 17)

d. Making Predicting- Reading- Confirming About the Content of the Text

The use of efficient comprehension strategy was done in every meeting in Cycle I during the students read the text. The implementation of this action was effective to help the students get the specific and general information of the text. Most of the students could use this strategy so they did not need to read the whole text in order to find the information they need.

e. Giving the Students Handout to Help Them in Understanding the Material

Students were given the handout in every meeting in Cycle I. If the students did not finish doing the task in the handout, they could finish it at home, so that they can learn more at home. They could work in group and discuss it if they found some difficulties. This step was aimed for the students to get more detail information and to get the main idea from the text.

f. Giving Star Stampel Points to Check the DRTA Learning Log and to Reward the Active and Creative Students

This method succesfully made the students more active, creative and motivate to learning English especially reading. It can be seen from the interview transcript below.

R:” *Dek, gimana menurutmu tentang pemberian cap bintang bagi yang aktif dan sudah mengerjakan tugas ini?*”(What do you think about giving star stampel points to the active students?)

S:” *Bagus Miss, saya jadi bersemangat sekali mengikuti pelajaran. Terlebih lagi cap bintangnya itu lho lucu banget.*”(It was good Miss, I feel so energetic to join the teaching learning and the star stampel point was so cute).

(Appendix B/ interview transcript 18)

However, the use of DRTA was not really successful in improving the students’ motivation in the teaching and learning process of reading, especially during class prediction. The teacher had tried to encourage the students during the presentation to share their ideas among their friends in the class but they were still reluctant to do that. They kept silent. It can be seen from the extract of the Interview transcripts below.

(4:19) R: “*Apakah kamu lebih termotivasi lagi dalam membaca dengan menggunakan teknik ini?*” (Are you more motivated to read the text when you using this technique?)

Ss: “*Ehm..ya gimana ya miss. Iya sih, tapi masih bingung dengan tekniknya*”. (Yes I am, Miss, but I still confused with the technique.)

(Appendix B/ interview transcript 6)

(4:20) R: “*Apakah kamu lebih termotivasi lagi dalam membaca dengan menggunakan teknik ini?*” (Are you more motivated to read when using this technique?)

Ss: “*Ehm. Biasa aja sih miss*”. (Ehm. It is just so so)

(Appendix B/ interview transcript 8)

Furthermore, there was another problem found in the first Cycle in terms of the time management. In the first meeting, the teacher failed to conduct presentation as the time was over. It was because introducing the technique needed lots of time. In the second meeting, there was only one group who could present the result of the discussion. It was because the students enjoyed discussing and the teacher enjoyed monitoring the groups so that she did not pay attention to

the time. In the third meeting, there were also only two groups who could present the result of the discussion. It was because the students did not really like the topic of the text and they spent a lot of time to do the activities. Therefore, for the next Cycle, the teacher had to be more disciplined in time management.

In conclusion, the DRTA can improve the students' reading comprehension. Nevertheless, there was still a problem related to the students' motivation during class prediction. Thus, the researcher, the English teacher, and the collaborator decided to continue the cycle to solve the problem.

The reflection above was done based on the observation during the teaching and learning process of reading and the interviews conducted by the researcher with the English teacher, the students, and the collaborator. In doing the interviews, everyone had an equal opportunity to express their ideas, opinions, and feelings about the action. It was done by the researcher to fulfill the democratic, process, dialogic, and outcome validity. Meanwhile, there was more than one observer in gathering the data. This is done to fulfill the reliability of the research.

4). Revised Plan

Based on the reflection of Cycle I, there were more plans which have to be revised. They were the management time, the language use, the use of comprehension strategy and the use of media.

2.The Implementation in Cycle II

1). Planning

After conducting the reflection in the first Cycle, some actions were revised to improve the success rate and solve the problems. The concept of the project was the same with the first Cycle. It was conducted on April 15th, 16th, and 29th 2013.

Some successful actions in the first Cycle were maintained while some unsuccessful actions were revised. The researcher decided to change the guided questions to make the students easier in writing a summary with the agreement of the collaborator. she and her collaborator thought that by changing the guided questions, the students could make the summary easily. A good summary indicated that the students should understand the text. She also copied the text more so each student got a text. It was expected to minimize the students' noise. The genre or the text type in this Cycle was also narrative with different topics. There were two topics in this Cycle. The topic for the first meeting was the legend and the topic for the second and third meeting was 1001 Night Stories from the Middle East (Arabian Night).

In this Cycle the researcher prepared the instruments that were not different from the first Cycle such as observation sheet, interview guideline. Observation sheet was used to get the information from students' participation in the learning process. The interviews were conducted to get the data from the students and the teacher. Field notes were used to record the factual data which were beyond the observation sheet. They only contain written description of what

the researcher/observer heard, saw, felt, experienced and thought when she collected the data during the teaching learning proses in the classroom.

2). Actions and observations

a. Using Pictures to Help Students Activate Prior Knowledge

In this Cycle, the researcher used more pictures to help the students activate their prior knowledge since the text used was narrative. The use of picture could create the context for the students and help the students to imagine the situation where the story took place. The evidence can be seen in the interview transcript below.

R:” *Memakai gambar bisa membantu buat memahami teksnya gak dek?*”(“Did the use of picture help you to comprehend the text?”)

S:” *Jelas Miss. Kan kalau sebelumnya di kasih gambar kita bisa ada bayangan situasinya bagaimana, tokohnya seperti apa, jadi itu bisa membantu untuk memahami teks.*”(“ Of course, Miss. If we were given pictures before, it could help us to imagine the situation and characters so it could help us to understand the text.”)
(Appendix A/ interview transcript 21)

From the quotation above, it can be seen that the use of pictures could help the students to create context in their mind about the situation in the story. It could help to provide background to the students so that they could make meaning of the text easily.

b. Using Interactive DRTA Learning Log

The students’ interaction, motivation, and interest had improved after the implementation of interactive DRTA learning log in every meeting in Cycle I. The procedures of doing the actions were the same as the first Cycle but in Cycle II, the researcher tried to ask the students to use English in expressing ideas. In the

first Meeting, they seemed to be shy to speak. It can be seen from the quotation of the fieldnote below.

“...What do you think the story will be?”asked the researcher.” *Tentang Badut dan Raja*,”said the students.”In English please,”said the researcher.” *Wah malu Miss kalau salah Miss?*”asked the students. “It is okay. Do not worry of making mistake. I will help you to correct it,”said the researcher.”Hmm..about the King and Badut? *apa ya badut?*” “Clown,”said another student.” Ya, the King and His Clown Miss....,”said the first student.

(Appendix B/ fieldnote 10)

From the quotation above, it can be seen that the student felt embarrassed to share their ideas in English. But when the researcher tried to make him sure that making mistake was not a matter, the student wanted to try to share ideas using English. It shows that the good interaction between the teacher and the students was built and could help the students engage in class activities.

In the second Meeting, the students began to use English when they were expressing their ideas. The students became more interested in joining reading activities. They shared their previous knowledge using English. The evidence can be seen in quotation of the field note below.

“...Ok, so, what may the story be?”asked the researcher. “Me me me Miss, that’s about Ali Baba,”said a student enthusiastically. “That may be about Aladin Miss,”said another student.”Ok, good. Write them down on your DRTA learning log in prediction column,”said the researcher.

(Appendix B/ Field note 9)

From the quotation above, it can be seen that the students were enthusiastic to share their ideas related to the topic. Here, they began to make prediction about the text. The students also competed each other to complete DRTA learning log. They tried to be accurate in making prediction and stating questions. Then they

tried to find the answer for their own questions and also made sure that their prediction were accurate in reading and confirming section after predicting. It showed that the students' motivation and interest were improved since the students' felt curious, challenged, and satisfied. The evidence can be seen in the interview transcript below.

R: "*Sebelum baca teks tadi kan kamu di suruh memprediksi judul dan isi cerita teks. Menurut kamu waktu mengisi itu semua ke DRTA learning log gimana? susah gak?*" ("Before reading, you must predict the title and the content of the text. What did you think? was it difficult?")

S: "*Wah asik Miss. Tadi saya sama Blasia membuat prediksi tentang isi teks. Kita juga bersaing siapa yang bisa nyebutin duluan ke depan kelas dan siapa yang paling benar.*" ("Yes, it was interesting Miss. Blasia and I try to predict the content of the text and we also competed each other to mention earlier in front of the class and make sure who was the first right.")

R: "*Kalau sebelum baca teks di suruh bikin prediksi begitu, kamu jadi termotivasi buat baca teksnya gak?*" ("If you were always asked to make prediction before reading, do you think that you were motivated and interested to read the text?")

S: "*O, iya Miss. Kan jadi ngrasa penasaran, tertantang buat nemuin jawabannya, terus kalau udah ketemu jawabannya tu puas banget.*" ("Of course Miss, I felt curious, challenged to read the text and satisfied when I found the answer.")

(Appendix b/ Interview transcript 22)

From the extract of the interview transcript above, it can be stated that the students were interested to the activities done before reading. It can be seen from the students' attitude in the classroom. The students tried to be active in the classroom. They felt curious about the text, challenged to show their previous knowledge about the text, and satisfied after finding the right answer of the text. The three feelings are the indicators of interest. From the students' response, it can be seen that the students' interest and motivation were improved.

c. Preteaching Key Vocabulary

In Cycle II, the researcher still pretaught vocabulary to the students. Here, the researcher wrote more words in the white boards and asked the students to pay attention to the words.

R wrote some vocabulary related to the topic then asked, "they are the vocabulary you are going to find in the text. *Diantara kalian, ada yang tahu artinya?*" some of the students gave their answer. "Ok, *mari kita bahas kosakata ini.*"

(Appendix B/ fieldnote 7)

From the quotation above, it can be seen that the researcher tried to focus the students' attention on the key vocabulary. The students also aware of the key words in the text. The researcher's way to focus the students' attention on the difficult words and then teach them was effective to help students minimize their difficulties when finding difficult words in the text. The evidence can be seen in the interview transcript below.

R: "Tadi waktu di suruh perhatikan keywords dan gak boleh tanya lagi kalau ketemu kata itu di text gimana dek?" ("What did you think when you were asked to look at the keywords and then you were not allowed to ask the meaning again when you found it?")

S: "Ternyata sangat bermanfaat, Miss. Jadi pas baca gak kesulitan dan udah banyak tau arti kosa kata yang sulit." ("It was very useful Miss. It could help us when reading and because we have known the meaning of difficult words.")

R: "Membantu kalian buat memahami teks gak?" ("Did it help you to understand the text?")

S: "Sangat membantu, Miss. Selain itu bacanya juga jadi efektif." ("Yes, it did. Besides, we could also read efficiently, Miss.")

(Appendix B/ interview transcript 25)

From the quotation above, it can be seen that preteaching key vocabulary is needed before the students read the text. It could help the students to read efficiently after knowing the meaning of the keywords.

d. Making Predicting- Reading- Confirming About the Content of the Text

The researcher continued the action in Cycle I that is asking the students to use predicting-reading-confirming before and during reading. There were no significant different between the Cycle II and Cycle I. The use of predicting-reading-confirming in this cycle could help the students in finding general and specific information from the text. The evidence can be seen in the interview transcript below.

R:” *Dek, sekarang udah ada peningkatan belum setelah dari kemarin menggunakan predicting-reading-confirming pas baca text?*”(“ Was there any improvement after you used predicting-reading-confirming before and during reading?”)

S:” *Udah banyak peningkatan Miss daripada yang pas pertemuan pertama dan kedua kemarin.*”(“ Yes, it was better than in the first and second meeting last week.”)

R:” *Peningkatannya seperti apa?*”(“ What improvement did you get?”)

S:” *Ya kan sekarang udah terbiasa memakai startegi itu. Jadi udah bisa cepet kalau mau menemukan informasi yang spesifik dan umum.*”(“ Now, I was familiar with the use of strategy better than before. So, we could find specific and general information from the text efficiently.”)

(Appendix B/ interview transcript 25)

From the quotation of the interview transcript above, the use of predicting-reading-confirming could help the students to read the text efficiently. They were familiar with the use of the strategy so that they could use it easily.

e. Giving the Students Handout to Help Them in Understanding the Material

In every meeting in Cycle II, giving the students a handout was done and it was nothing difficult to the students to understand because in Cycle I they have known before. And in the end of the time, the researcher and the students were assessing together, so that the students knew what the right and false answer. They are very enthusiastic to answer and write it down in the white board and competed each other.

f. Giving Star Stampel Points to Check the DRTA Learning Log and to Reward the Active and Creative Students

In Cycle I, the researcher asked the students to check their DRTA learning log after confirming section. This action could help the students to evaluate their own comprehension. And the researcher giving the star stampel points to reward the active and creative students. Here, the students had to check their own thinking-process before, during, and after reading by looking at DRTA learning log.

In Cycle II, the researcher added an action. Here, the researcher asked the students to kae reflection after completing the DRTA learning log. The students' reflection could help them to reflect what they have learned. They should write the most interesting past of the story or the most interesting fact they found from the text.

“Now, you have to write on your paper about what the most interesting things you learn from the text,”said the researcher.” *Apa aja boleh, Miss?*”,asked a student.
(Appendix A/ fieldnote 11)

From the quotation above, it can be seen that the students could express their feeling after reading. They could also take a value from the text after making their own reflection. This action could also help them to reflect what they had learned from the beginning to the end of the reading process.

3).Reflections in Cycle II

After accomplishing Cycle II, the researcher and the collaborator had final reflections. The reflections were based on the classroom observations and also interviews. Based on the discussion with the collaborator in a democratic and dialogic atmosphere, the reflections can be summarized in the following description.

a. Using Pictures to Help Students Activate Prior Knowledge

The use of pictures in the teaching and learning of reading was efficient to help the students in previewing the text. It could stimulate the students to recall any information stored in their memories prior to reading. It also helped the students to create a context for them and provide any background knowledge so that the students create meaning of the text easily. Besides, the use of more pictures in the teaching of narrative text could help them to imagine where the story took place. This could help them understand the text easily because visualization was also needed.

b. Using Interactive DRTA Learning Log

The use of interactive DRTA learning log seemed to be significant to improve the students' motivation and interest in reading. It could be seen from the students' enthusiasm to explore their background knowledge about the topic. Most of the students felt curious about the topic, challenged to predict and confirm of their own answer during reading, and satisfied when they could complete the DRTA learning log. Feeling curious, challenged, and satisfied are the indicators of interest. The students' interest and motivation in reading could help them understand the text because they used schemata.

c. Preteaching Key Vocabulary

Preteaching vocabulary was very effective to help the students to understand the text in the way that it could help them to create context for the students before reading. Here, the students' low vocabulary mastery could be solved by preteaching some key vocabulary related to the topic. The way the researcher asked the students to focus their attention on the keywords was effective. In Cycle I, most students had not really paid their attention to the keywords taught. In Cycle II, the students focused their attention to the keywords so that they could understand the text easily without asking the meaning of the difficult words to the researcher or to their friends too much.

d. Making Predicting- Reading- Confirming About the Content of the Text

The use of predicting-reading-confirming strategy was significantly effective for the students to express their ideas getting the general and specific information

efficiently. After the implementation of using this strategy while reading in Cycle II, the students were familiar with the strategies. There was an improvement from Cycle I to Cycle II. In Cycle II, the students could easily use the strategy to help them express their ideas and find general and specific information from the text. So, the students had better improvement in understanding the text.

e. Giving the Students Handout to Help Them in Understanding the Material

Giving a handout to the students was successful in improving the students' understanding in materials of reading. In the Cycle II, the students who had not ever active in the class became one of the active students in the class. In the fifth Meeting, the students were not really active in the class but they were willing to share their ideas in front of the class. In the sixth Meeting, the students were very active, critic and creative. They did the work fast.

f. Giving Star Stampel Points to Check the DRTA Learning Log and to Reward the Active and Creative Students

Giving star stampel points to the students was successful in improving the students' motivation in the teaching and learning process of reading especially during class discussion. In the Cycle II, the students who had not ever active in the class became one of the active students in the class. In the fifth Meeting, the students were not really active in the class but they were willing to share their ideas without being asked by the teacher. In the sixth Meeting, the students were very active. They did the work fast. Even they wanted to have another activity to

increase their points. It can be seen from the extract of Interview transcripts below.

(4:31) R: "*Apakah kamu lebih termotivasi lagi dengan adanya star stampel point ini?*" "(Are you more motivated when you are given star stampel points?)

Ss: "*Iya, Miss. Aku jadi semangat gitu. Gak malu-malu lagi deh kalau mau tanya.*" (Yes, Miss. I'm enthusiastic in learning. I'm not shy anymore to ask questions.)

(Appendix B/ interview transcript25)

(4:32) R: "*Apakah kamu lebih termotivasi lagi dengan adanya star stampel point ini?*" (Are you more motivated when you are given star stampel points?)

Ss: "*Iya Miss lumayan jadi pengen aktif akunya. Apalagi kalau liat temen-temen pada aktif gitu. Aku juga jadi termotivasi untuk aktif juga.*" (Yes Miss. Even when I see my friends are active, I'm motivated to be active too.)

(Appendix B/ interview transcript16)

(4:33) R: "*Menurut Ibu, apakah dengan adanya star stampel point ini siswa lebih termotivasi lagi dalam pembelajaran?*". (Do you think that star stampel points can improve the students' motivation during the lesson?)

ET: "*Oh iya mbak, kalau itu pasti ya. Anak-anak memang begitu mbak, kalau ada tugas atau apa pasti tanya dinilai gak Bu, gitu. Kalau saya bilang iya, gitu pasti mereka semangat. Terus ngerjainnya serius. Dan saya liat anak-anak jadi aktif mbak selama pembelajaran dengan adanya star stampel point ini.*" (Yes, of course. Those are the students. When they are given assignments, they ask whether they will be given score or not. If it is, they are motivated to do the assignments seriously. I saw that the students were active during the lesson when they were given star stampel points.)

(Appendix B/ interview transcript28)

(4:34) R: "*Menurut kamu, apakah dengan adanya star stampel point ini siswa lebih termotivasi lagi dalam pembelajaran?*". (Do you think that star stampel points can improve the students' motivation during the lesson?)

C: "*Iya sih kalau aku liat. Mereka senang dikasih point gitu. Tadi juga ada yang tiba-tiba mau maju presentasi kan. Soalnya sebelum kamu kasih star stampel point muridnya tuh males-malesan itu lho. Liat kan ada yang tidur kamu tegur malah senyum aja. Terus ada yang cuma diem aja.*" (Yes, I think. They are happy when they are given star stampel points. There was also a volunteer who wanted to present in front of the class. Before you gave star stampel points, they tended to be

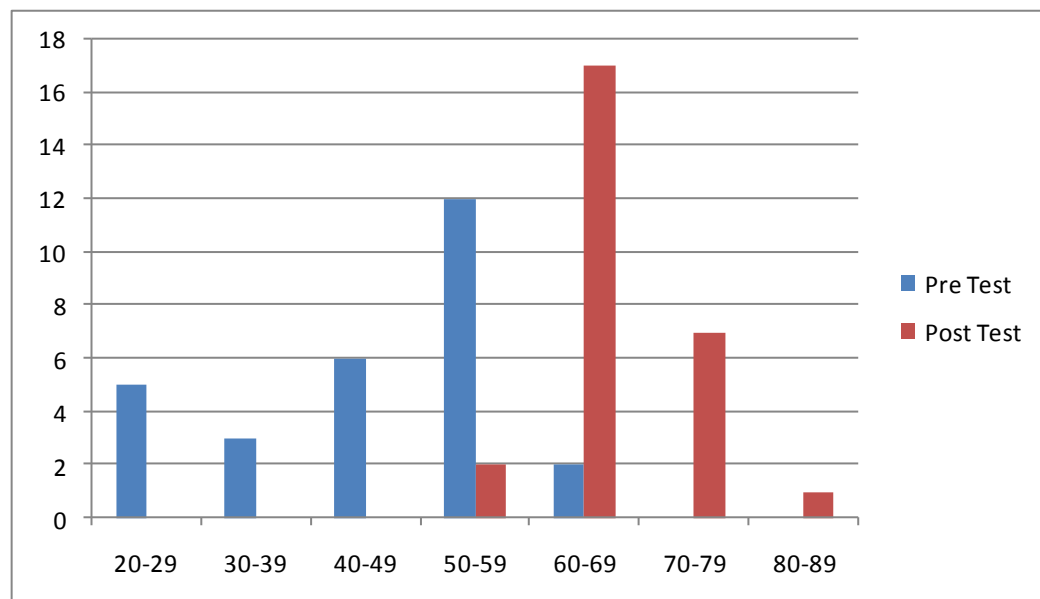
lazy. You saw that there was a student who slept and you woke him up, he just smiled. Then there were also students who just kept silent.)
(Appendix B/ interview transcript27)

In conclusion, the DRTA can improve the students' reading comprehension. The accompanying actions i.e. giving star stampel points was also successful in improving the students' motivation during the teaching and learning process of reading and during class discussion. And this activity was rewarding and gave feed back to their DRTA learning log.

The reflection above were done based on the observation during the teaching and learning process of reading and the interviews conducted by the researcher with the English teacher, the students, and the collaborator. It is in line with the concept of democratic, process, dialogic, and outcome validity. Meanwhile, there was more than one observer in gathering the data. This is in line with the concept of the researcher triangulation. By looking the results in the second Cycle which had shown improvements in the students' reading comprehension and students' motivation, the researcher, the English teacher, and the collaborator decided to stop the Cycle.

C.Quantitative Data

In this part, this research shows the result of the students' mean as performed in pretest and post-test and also the graph of the differences between pretest and post-test. Those graphs and means were displayed in Table 4 & 5.

Table 4: The Graph of Pretest & Post-test

The graph showed the result of the differences between the pretest and post-test. The blue showed pretest, before the implementation. The minimum score was 20-29 for 5 students and the maximum score was 60-69 for 2 students. On the other hand, the red showed post-test, after the implementation. The minimum score was 50-59 for 2 students and the maximum score was 80-89 for 2 students. It means that the students' score were increase significant.

Table 5. The Result of Pretest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	27	2,00	6,25	4,3981	1,30137
Valid N (listwise)	27				

Table 5. The Result of Post- test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	27	5,00	8,50	6,4630	,78048
Valid N (listwise)	27				

The result of the pretest and post-test above showed the difference between the result of pretest and post-test. The mean of the pretest was 4.3981. Meanwhile, the mean of the post-test was 6.4630. It means that the mean of the pretest improved from 4.3981 to 6.4630 in the post-test. The mean was gotten from the 27 students as there were seven students who did not do the pre test and post-test, so the researcher did not include them in the calculation. From the result above, it could be concluded that DRTA could improve the students' reading comprehension in class VIII A in SMPN 13 Yogyakarta.

D. Research Findings

The implementation of the action in this research was over. Based on the actions, observation, and the reflections, the findings were found as the following. First, the DRTA is believed to be effective to improve the students' ability in finding the main ideas and detail information. Formerly, the students had difficulties in finding the main ideas and detail information of the texts. It was because they rarely practiced and were taught how to find the main ideas. By using this technique in reading, the students were able to find main ideas and detail information by following the steps in the DRTA and had discussion with their friends in the group.

Second, the DRTA is believed to be effective to improve the students to express their ideas about the topic and to improve the interaction between the teacher and the students so that the teacher did not dominate the whole session of the lesson. Previously, the students were shy and did not want to ask questions

when they found difficulties. This technique allowed the teacher to monitor, guide, and give feedback to the students so that the teacher could know directly if the students had difficulties in learning. By using this technique, the teacher allowed the students to be accustomed to sharing their ideas and to being brave to ask questions when they found difficulties in reading.

Third, the DRTA is believed to be effective to improve the students to be active, critic and creative. Formerly, the students often doing their activities in the class by answering the question from the LKS. They seldom critically and actively asked to their teacher or among the students to discuss what their ideas about the topic lesson. This technique allowed the students to build the interaction one another as they had work in group. It also allowed them to share knowledge and got them to have closer relationship.

Fourth, the DRTA is believed to be effective to improve the students' motivation in reading. Basically, this technique increased the students' curiosity in reading. They were motivated to know the content of the text. However, the teacher needed to add accompanying action in improving the students' motivation by giving star stamp point to the active students.

Fifth, there were some factors that should be considered by the teacher to minimize the problem during the implementation. First, the teacher had to consider the time. The teacher should be able to manage the time well so that the activities could be done. Second, the teacher should give a clear explanation to the students in doing this technique. It was because there might be some students who had been wrong perception about what should be done in each step. The last, the

teacher should be able to manage and handle the class well so that the students did not make noise.

Sixth, the topic of the text influenced and supported the implementation of the DRTA. When the topic was not interesting for the students, they became lazy and seemed reluctant to read the text. However, when the topic was interesting for the students, they would read the text fast and tried to understand the text well.

The last, implementation of the DRTA gives positive effect to the students' reading comprehension. After the students implemented the DRTA, they were able to understand text better than before. The four steps (predicting-reading-confirming-resolution) in the DRTA helped them to understand texts.

Those findings were summarized in Table 3 below.

Table 5. The results after implementing DRTA in improving students' reading comprehension.

No	Pre-Condition	Cycle I	Cycle II
1.	The students could not comprehend text fully.	The students could comprehend the text by implementing DRTA although at first they had to adapt with the technique (DRTA) and thought that the technique was complicated for them.	The students could comprehend the text better than before. There was no obstacle when they used DRTA in reading texts. They used DRTA and did the steps naturally.
2.	The students' vocabulary mastery was low.	The students' vocabulary mastery increased although the students still depended on the teacher in doing preteaching vocabulary strategies.	The students' vocabulary mastery increased. They became more independent than before although they sometimes asked the teacher to help them in using preteaching

			vocabulary strategies.
3.	The students had difficulty in finding the main ideas and detail information.	The students had ability in finding mind ideas and detail information. However, some of them still wrote the main ideas in phrases, not in sentences.	The students had been better ability in finding main ideas and detail information than before.
4.	The students had low motivation in learning.	Some students had higher motivation in the teaching and learning process of reading but there were many students who had not motivated yet.	Most of the students had higher motivation in the teaching and learning process of reading.
5.	The students only had a little chance to express ideas about the topic.	Using pictures, the DRTA learning log, the students can express their ideas freely, but there are some students still busy with their activities and did not share their ideas.	Most of the students express their ideas using pictures and the DRTA learning log than before. They raise their hand to share their ideas.

E. Discussion

The research was focused on improving students' reading comprehension using DRTA. This technique was implemented both in the first Cycle and the second Cycle. The findings of the research showed that DRTA was successful in improving the students' reading comprehension. From the findings, the discussion was written as the following.

The researcher conducted the DRTA by asking the students to read critically and reflectively. It means that DRTA allowed the students to share what

else they now know from reading the story. They can practice such skills as comprehension check, topic discussion, vocabulary development and critical reading and writing during the teaching and learning process of reading. Based on the finding, it helped them in the process of reading comprehension as it is stated by Farrel (2002: 15).

Directed Reading Thinking Activity (DRTA) encourages students to make predictions while they are reading. After reading segments of a text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next (Conner, 2006). It means that the DRTA definitely forces the students to be an active reader since this cyclic of reading, making prediction, and confirming predictions requires the critical thinking of the reader and also a full attention from the reader as it is stated by Bachtiar & Ricky Drimarcha Barus .

The Directed Reading Thinking Activity (DRTA) engages students in a step-by-step process that guides students through understanding and thinking about text. The DRTA also promotes active comprehension. This metacognitive strategy teaches students to acquire and activate their own purposes for reading and develops their reading and thinking processes. During the DRTA, readers are encouraged to review what they know about a topic, make predictions about what they will learn, and follow through with an evaluation of what they actually learned as well as how their assertions pertained to what they read. It means that the DRTA extends learning to high-order thought processes and is useful for processing all types of text as it is stated by Tankersley (2005) .

However, the students were passive during class discussion. It happened because of some factors. Based on some interviews with the students, they admitted that they were not accustomed to speaking in front of the class. They also said that other students would cheer them when they spoke or even others would not hear their arguments. Having such kind of conditions, the researcher needed to solve the problem by providing some other actions such as giving star stampel points for the active students during the class discussion.

CHAPTER V

CONCLUSION, IMPLICATIONS, SUGGESTIONS

A. Conclusions

This research is focused on improving the students' reading comprehension using the DRTA. The researcher used action research as the method in this research. This research conducted from April 1st 2013 until April 30th 2013 in the second semester of the academic year of 2012/ 2013. The researcher implemented the DRTA in both Cycles. This research also implemented the accompanying actions such as implementing the DRTA learning log, pictures, using star stampel points and predicting- reading-confirming. To support the result, the researcher presented the action in the form of qualitative data and quantitative data. The qualitative data were presented as follows.

From the first Cycle, this research found that the DRTA could improve the students' ability in finding the main ideas and detail information. Furthermore, it could improve the students' interaction between the teacher and the students, and among the students. Meanwhile, the DRTA learning log strategie could improve the students' creativity in reading. However, the use of the DRTA could not really improve the students' motivation. That was why the researcher added some accompanying actions in DRTA for Cycle 2. Shortly, the use of DRTA is believed to be effective to improve the students' reading comprehension.

From the second Cycle, the researcher found that the accompanying action i.e. giving star stampel points could improve the students' motivation in the teaching and learning process of reading. This research also found that the DRTA was still effective in improving the students' reading comprehension.

From the findings above, the conclusion of the study are as follows:

1. The use of the DRTA was effective to improve the students' reading comprehension. It allowed the students to have practices in finding the main idea and detail information by following the four steps in the DRTA.
2. The use of the DRTA was very effective. It allowed the students to have social skill by having discussion, creativation and interaction one another. They also were happy to do such of kind activities.
3. The use of the DRTA learning log was effective. It could allow the students to have practices in guessing the content of the story and write it in the learning log. They were enthusiastic to do those strategies.
4. The variation handout in choosing the topics for reading text was effective. The students were motivated in reading as they were interested in the topics.
5. The use of pictures and giving star stempel points was effective. It could allow the students to be active and to be creative in reading. They competed to be the winner so they did the work well.

In terms of quantitative data, there was an improvement on the students' reading comprehension. It could be seen from the results of the pretest and post-test. The mean of the students' score improved from 4.3981 on pretest to 6.4630 on the post-test. It showed that the DRTA was effective in improving the students' reading comprehension.

B. Implications

The research findings show that the use of the DRTA can improve the students' reading comprehension on texts. The students were happy and could enjoy reading by using that technique. They liked to have discussion with their friends. By having good discussion, the students were able to have better understanding on reading than before. However, the technique had to combined with other actions such as using pictures and giving star stempel points to increase the students' motivation in the teaching and learning process of reading.

C. Suggestions

Based on the conclusion and the implication above, some suggestions will be directed toward the students, the English teacher, and other researcher.

1. To the students

The students should practice reading English texts more. If they find difficulties in understanding the texts, they can predicting-reading-

confirmation by implementing the DRTA. Before they use the technique, they have to understand what they should do in every step. They can also use some pictures to help identifying the story and also assign one of their friends in the group to lead the discussion.

2. To the English teacher

For the English teacher, it will be better for them to be more creative in choosing the activities that will be conducted in the teaching and learning process of reading. When they use the DRTA, they have to consider the situation of the class by creating a good atmosphere in the class during the teaching and learning of reading. The use of various media must be improved so that the English of the teaching and learning process will be more interesting. Moreover, if she uses reward to motivate the students, she should balance the reward given the students as groups and as individuals. All of those will improve the quality of English teaching learning process.

3. To other researcher

It is interesting to conduct this research. The researcher get her own improvement in the knowledge of teaching reading. The researcher expect that the other researcher who will conduct the similiar research have better planning and preparation before conducting the research. Beside that, time management and vocabulary strategy must be the priority for the researcher to prepare more before conducting the research. Moreover, they should have enough knowledge related to the implementation of the DRTA.

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This Web site provides steps for using DR-TA and additional resources to check out. <http://www.justreadnow.com/strategies/drta.htm> .

Presentation on the DR-TA Strategy.

This presentation provides information on how DR-TA can be used to monitor comprehension.

<http://www.ed.gov/teachers/how/tools/initiative/summerworkshop/lewis/edlite-slide015.html> .

The Directed Reading-Thinking Activity: Now More Than Ever in View of Technological Developments.

This presentation on DR-TA was give at the ASU Reading Conference in 1998.

http://www.ed.arizona.edu/Valmont/Stauffer_files/frame.htm .

A Directed Listening-Thinking Activity for the Tell-Tale Heart.

http://www.readwritethink.org/lessons/lesson_view.asp?id=850.